

**Idaho Department of Education
Public Schools Agenda**

STATE BOARD OF EDUCATION

October 17-18, 2005

**Lewis-Clark State College
Lewiston, ID**

- ~~A. Superintendent's Report, Marilyn Howard~~
- B. Request for Letters of Authorization, Jana Jones**
- C. Annual Report - Hardship Elementary School - Cassia County School District #151, Albion Elementary School, Tim Hill**
- D. Idaho State University, Special Education-Deaf and Hard of Hearing Graduate Program Focus Review Report, Jana Jones**
- E. Northwest Nazarene University: Proposed Special Education Directors' Program Focus Review Report, Jana Jones**
- F. Petition to Transfer Property from Bliss Jt. School District No. 234 to Hagerman Jt. School District No. 233, Jana Jones**
- G. Petition to Transfer Property from West Bonner School District No. 83 to Lakeland Jt. School District No. 272, Jana Jones**
- H. Proposed Administrative Rule Amendment to 08.02.03.128.01: Curricular Materials Selections: Subject Areas – Adoption Cycle Change and Addition of Limited English Proficiency, Jana Jones**
- I. Proposed Rule Amendment to IDAPA 08.02.02.004.01: Incorporated by Reference - Revisions to the Idaho Standards for Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts Standards Teachers, Jana Jones**
- J. Withdrawal of Proposed Rule Amendment to IDAPA 08.02.02.020.01: Standard Secondary Certificate Professional Education Core Requirements - Reading in the Content Area, Jana Jones**

- K. Proposed Rule Amendments to IDAPA 08.02.02.022.02-.11, 08.02.02.023.02-.13, 08.02.02.024.02-.16: Endorsements Requirements for Teacher Certification, Jana Jones**
- L. Proposed Rule Amendment to 08.02.02 076: Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code); and Proposed Rule Amendment to 08.02.02.077: Definitions for Use with the Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) - Language and Definition Clarifications in the Code of Ethics, Jana Jones**
- ~~**M. Proposed Rule Amendments to IDAPA 08.02.03.103.02, .104.01, .104.02, .104.03 and .107.06: Revisions to Physical Education Requirements for K-12, Jana Jones (This item will be presented for Board discussion in November)**~~
- N. Proposed Rule - IDAPA 08.02.02.031: Junior Reserve Officers Training Corp (ROTC) Instructors, and Proposed Change to .032-.033 (Reserved), Jana Jones**
- O. Proposed Rule Amendments to IDAPA 08.02.02.028: Exceptional Child Certificate; IDAPA 08.02.02.029 Consulting Teacher Endorsement; and IDAPA 08.02.02.030 Supervisor/Coordinator of Special Education Endorsement, Jana Jones**
- P. Approval to Operate an Elementary School with Less Than Ten (10) Pupils in Average Daily Attendance, Tim Hill**
- Q. Report on Reading Scores, Chris Hanson**
- R. Presentation of the Public School Budget for FY 2007, Tim Hill**

A. SUBJECT:

There will be no **Superintendent's Report** this month in Dr. Howard's absence.

B. SUBJECT:

Letters of Authorization

BACKGROUND:

At its August 9-10, 2005 meeting, the Professional Standards Commission approved Letters of Authorization for recommendation to the State Board of Education for its final approval.

At its September 29-30, 2005 meeting, the Professional Standards Commission approved Letters of Authorization for recommendation to the State Board of Education for its final approval.

Pertinent to the Letters of Authorization, State Board of Education Rule IDAPA 08.02.02.039.02 states that, "The request and supporting information will be reviewed by the Professional Standards Commission, with the final recommendation of the Commission submitted by the State Superintendent of Public Instruction for State Board of Education approval."

RECOMMENDATIONS:

The State Department of Education recommends that the State Board of Education give final approval for the Letters of Authorization that have been submitted as approved by the Professional Standards Commission at its August and September meetings.

BOARD ACTION:

The State Board carried to approve/disapprove/table the request for Letters of Authorization as submitted by the Professional Standards Commission. It was moved by _____, seconded by _____, and carried.

ATTACHMENTS:

1. Approval list for Letters of Authorization: August 9-10, 2005
2. Approval list for Letters of Authorization: September 29-30, 2005 (to be provided after meeting)

Idaho State Board of Education

October 17-18, 2005

Attachment 1

Letter of Authorization Requests

REQUESTS		The district's request is for a:				New or
FTE	NAME	DIST	DISTRICT NAME	CERTIFICATE	ENDORSEMENT	Renewal
1	Chandler, Vickie	365	Bruneau-Grnd View	Administrator	Superintendent	N (1)
1	DuChemin, Theresa	340	Lewiston	(already has certificate)	Gifted/Talented	N (1)
1	Johnson, Vicki	55	Blackfoot	Pupil Personnel Services	School Counselor	N (1)
1	Millar, Alan	84	Sandpoint Chrtr Schl	Administrator	Principal	N (1)
1	Peterson, Debora	55	Blackfoot Chrtr Schl	Standard Elementary	all grades K-8	N (1)

5 Total LOA Requests

Professional Standards Commission

September 29-30, 2005

Letter of Authorization Requests

FTE	REQUESTS			The district's request is for a:		1st yr, 2nd yr or 3rd yr
	NAME	DIST	DISTRICT NAME	CERTIFICATE	ENDORSEMENT	
1	Cooper, Candace	1	Boise	EC/ECSE Blended	Birth thru Grade 3	R (2)
1	Ellinghouse, Albert	1	Boise	Administrator	Principal	R (2)
1	King, Tamara	1	Boise	Standard Exceptional Child	Generalist	R (3)
1	Linn, Amber	1	Boise	(already has her certificate)	Gifted/Talented	N (1)
1	Manning, Jennifer	1	Boise	(already has her certificate)	Gifted/Talented	N (1)
1	Morgan, Emily	1	Boise	(already has her certificate)	Reading	N (1)
1	Oberlander, Lorien	1	Boise	Standard Exceptional Child	Generalist	R (2)
1	Wirthlin, Tracey	1	Boise	(already has her certificate)	Gifted/Talented	N (1)
1	Barnes, Glen	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Bauer, Cris	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Chapman-Peck, Kimberly	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Cigich (Fix), Sheila	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Dicus, Kimberly	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Edwards, Yuk Lan	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Glasgow, Malinda	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Grow, Monique	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Ingles, Catherine	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Liberty, Ryan	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Longpre, Leslie	2	Meridian	EC/ECSE Blended	Birth thru Grade 3	N (1)
1	Meek, Jamie	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Root, Kathy	2	Meridian	Standard Exceptional Child	Generalist	R (2)
1	Stoneberg, Trevor	2	Meridian	Standard Exceptional Child	Generalist	N (1)
1	Swander, Melissa	2	Meridian	Pupil Personnel Services	Speech/Language Pathology	R (2)
1	Wheeling, Sandra	2	Meridian	Pupil Personnel Services	Speech/Language Pathology	R (2)
1	Lloyd, Heidi	3	Kuna	EC/ECSE Blended	Birth thru Grade 3	N (1)
1	Carlson, Clovis	25	Pocatello	Pupil Personnel Services	School Psychologist	N (1)
1	Butts, Rhonda	52	Snake River	(already has her certificate)	Ed Media Geralist (Librarian)	R (2)
1	Gilman, Sara	61	Blaine Co.	Standard Exceptional Child	Generalist	N (1)
1	Jonas, Amy	61	Blaine Co.	Standard Exceptional Child	Generalist	R (2)
1	Mecham, Jeff	61	Blaine Co.	Standard Exceptional Child	Generalist	N (1)
1	Benson, Kristina	131	Nampa	(already has her certificate)	Gifted/Talented	N (1)
1	Carreon, Liliana	131	Nampa	(already has her certificate)	English as a Second Language	N (1)
1	Chavez, Michael	131	Nampa	Pupil Personnel Services	School Counselor	N (1)
1	Guajardo, Ricardo	131	Nampa	Pupil Personnel Services	School Psychologist	R (2)
1	Halula-Smith, Catherine	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	Korn, Susan	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	Larsen, G. Spencer	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	Mason, Katie	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	Pitcock, Lillena	131	Nampa	Pupil Personnel Services	School Counselor	N (1)
1	Remington, Janine	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	Requa, Kellie	131	Nampa	EC/ECSE Blended	Birth thru Grade 3	R (2)
1	Ryden, Rachel	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	Simon-Miller, Carlana	131	Nampa	Standard Exceptional Child	Generalist	N (1)
1	Stauffer, Cortney	131	Nampa	Standard Secondary	ESL/Bilingual	N (1)
1	Swank, Alesia	131	Nampa	Standard Exceptional Child	Generalist	N (1)
1	Swygart, Bryan	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	Waite, Lynda	131	Nampa	(already has her certificate)	Gifted/Talented	N (1)
1	Wetherell, Meredith	131	Nampa	Standard Exceptional Child	Generalist	N (1)
1	Winder, Christina	131	Nampa	Standard Exceptional Child	Generalist	R (2)
1	Wolfe, Jamie	131	Nampa	Standard Exceptional Child	Generalist	N (1)

1	Friend, Heidi	136	Melba	Standard Exceptional Child	Generalist	R (3)
1	Williams, Kelsey	136	Melba	Standard Exceptional Child	Generalist	R (2)
1	Neil, David	139	Vallivue	Standard Exceptional Child	Generalist	N (1)
1	Schank, Timothy	139	Vallivue	Standard Exceptional Child	Generalist	N (1)
1	Allen, Laura	215	Fremont Co.	(already has her certificate)	Ed Media Geralist (Librarian)	N (1)
1	Fenton, Rebecca	262	Valley	EC/ECSE Blended	Birth thru Grade 3	N (1)
1	Howard, Kathy	321	Madison	Pupil Personnel Services	School Counselor	N (1)
1	Lamb, Darnea	321	Madison	Standard Exceptional Child	Generalist	R (2)
1	Stultz, Trina	321	Madison	Standard Exceptional Child	Generalist	R (2)
1	Williams, Shane	321	Madison	Standard Exceptional Child	Generalist	N (1)
1	Fennell, Theresa	331	Minidoka Co.	Standard Exceptional Child	Generalist	R (2)
1	Jackson, Eeva	331	Minidoka Co.	Standard Exceptional Child	Generalist	R (2)
1	Miller, Kimberly	331	Minidoka Co.	Standard Exceptional Child	Generalist	R (2)
1	Richins, Curtis	331	Minidoka Co.	Standard Secondary	Business Technology Ed	R (2)
1	Stevenson, Sheryl	331	Minidoka Co.	Standard Secondary	Business Technology Ed	R (2)
1	Heleker, Lorrie	371	Payette	Standard Exceptional Child	Generalist	R (2)
1	Brown, Kathleen	372	New Plymouth	(already has her certificate)	Ed Media Geralist (Librarian)	R (2)
1	Eicher, William R.	372	New Plymouth	Standard Exceptional Child	Generalist	R (2)
1	Trunnell, Duncan	372	New Plymouth	(already has his certificate)	Ed Media Geralist (Librarian)	R (2)
1	Stucki, Jason	421	McCall/Donnelly	Standard Exceptional Child	Generalist	R (2)
1	Trudeau, Kelly		Compass Charter	Administrator	Principal	N (1)

C. SUBJECT:

Annual Report -- Hardship Elementary School -- Cassia County School District #151, Albion Elementary School

BACKGROUND:

At the October 1999 meeting, the State Board of Education approved the request by Cassia County School District #151 for Albion Elementary School to be designated as a hardship elementary school for one year, and required an annual report. However, the 2000 Legislature amended 33-1003 (2)(b) by adding, "An elementary school operating as a previously approved hardship elementary school shall continue to be considered as a separate attendance unit, unless the hardship status of the elementary school is rescinded by the state board of education." Therefore, no action is required unless the State Board of Education chooses to rescind the hardship status.

DISCUSSION:

Conditions supporting the October 1999 decision to approve the Albion Elementary School as a Hardship Elementary School have not changed.

RECOMMENDATION:

The Department of Education recommends that the State Board of Education does not rescind the hardship status of Albion Elementary School in Cassia County District #151.

BOARD ACTION:

No action is required unless the State Board of Education chooses to rescind the hardship status.

ATTACHMENTS:

1. Letter from Jerry Doggett to Dr. Marilyn Howard (September 29, 1999).
2. Letter from Mike Chesley to Dr. Marilyn Howard (September 19, 2005).

Note: These materials were not received in electronic form. For more information, contact Brenda Goertzen, 208-332-6840.

D. SUBJECT:

Idaho State University, Special Education-Deaf and Hard of Hearing Graduate Program Focus Review Report

BACKGROUND:

According to Idaho Code §33-1258 and State Board of Education Rule 08.02.02.100, the Professional Standards Commission (PSC) has the responsibility to evaluate teacher preparation programs in Idaho. An on-site state evaluation visit is scheduled on a seven-year cycle basis. If a specific program is not approved during the state evaluation process, an on-site focus visit is scheduled within a time period to determine if the program has made the necessary changes and improvements to be re-evaluated as “approved.”

In November 3-7, 2001 an accreditation team made a site visit to Idaho State University. At the time of the visit, the Special Education-Deaf and Hard of Hearing Graduate Program was not approved. The focus report states that “although there was evidence that the deaf and hard of hearing program meets the program standards for the specialization, there was no evidence that the Idaho Core Teacher Standards or the Idaho Foundation Standards for Special Education were included in the program as required in the Board-approved Idaho Standards for Initial Certification of Professional School Personnel.”

DISCUSSION:

On May 4, 2005, a focus visit by a state team composed of a K-12 special education teacher (Nationally Board Certified) and a state observer from the State Department of Education re-evaluated the Special Education Deaf and Hard of Hearing Graduate Program. The team found adequate evidence linking the Core Teacher Standards and the Foundation Standards for Special Education to the Program to recommend the program receive approval status.

According to State Board-approved protocol for Idaho teacher preparation program reviews, “... the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action.” The PSC approved the ISU Special Education Deaf and Hard of Hearing Graduate Program at its June 13-14, 2005 meeting.

RECOMMENDATION:

It is recommended that the State Board of Education accept the state focus visit team report as approved by the Professional Standards Commission, thus providing state program approval for Idaho State University's Special Education Deaf and Hard of Hearing Graduate Program in Pocatello, Idaho.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the recommendation by the Professional Standards Commission to accept the state focus visit team report as approved by the Professional Standards Commission. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. State team report as approved by the Professional Standards Commission

**STATE FOCUS VISIT REVIEW TEAM REPORT
IDAHO STATE UNIVERSITY
May 4, 2005**

Professional Standards Commission

Idaho State Board of Education

State Team:
Stacey Jensen

State Observer:
Larry Norton

Program Approval Evaluation
Idaho State University
Pocatello, Idaho
May 4, 2005

PROFESSIONAL STANDARDS COMMISSION
Idaho State Department of Education
State Program Approval Team Report – Focus Visit

College/University: Idaho State University, Special Education-Deaf and Hard of Hearing Graduate Program, Pocatello, Idaho

Standards (s) Reviewed: Core Teacher Standards and Foundation Standards for Special Education

Review Dates: May 4, 2005

Narrative:

In November 3-7, 2001 an accreditation team made a site visit to Idaho State University. At the time of the visit, the Special Education-Deaf and Hard of Hearing Graduate Program was not approved. The review stated although there was evidence that the deaf and hard of hearing program meets the program standards for the specialization, there was no evidence that the Idaho Core Teacher Standards or the Idaho Foundation Standards for Special Education were included in the program as required in the Idaho Standards for Initial Certification of Professional School Personnel.

On May 4, 2005 a focus visit was completed to re-evaluate the program. At this time there was adequate evidence linking the Core Teacher Standards and the Foundation Standards for Special Education to the Special Education-Deaf and Hard of Hearing Graduate Program. This evidence includes both on-line and standard course catalogs, as well as required course sequence flyers that specifically state the pre-requisite documentation of a bachelor's degree in elementary, secondary, or special education. In addition, interviews, portfolios, and work samples show direct linkage to the state standards and knowledge of the Idaho Core Teacher Standards.

Weakness(es): NA

Recommended Action:

- Approved
- Approved Conditionally
- Not Approved

E. SUBJECT:

Northwest Nazarene University: Proposed Special Education Directors' Program Focus Review Report

BACKGROUND:

According to Idaho Code §33-1258 and State Board of Education Rule 08.02.02.100, the Professional Standards Commission has the responsibility to evaluate teacher preparation programs in Idaho. An on-site state evaluation visit is scheduled when an institution proposes implementing a new program to ensure the program is designed to meet the State Board-approved Idaho Standards for the Initial Certification of Professional School Personnel.

To meet the needs of school districts and the interest of its students, Northwest Nazarene University began developing a special education directors' program approximately a year ago. Northwest Nazarene University will meld with their state-approved Masters programs in Exceptional Child and Administration to form the Special Education Directors' program.

DISCUSSION:

On June 7, 2005, a state team composed of a state evaluator (Idaho school district special education director) and two state observers from the State Department of Education conducted a focus visit to Northwest Nazarene University to review the institution's proposed special education directors' program.

According to State Board-approved protocol for Idaho teacher preparation program reviews, "... the Professional Standards Commission will vote on program approval recommendations and forward these recommendations to the State Board of Education for final action." The Professional Standards Commission gave conditional approval to Northwest Nazarene University proposed Special Education Directors' Program at its June 13-14, 2005 meeting. Having conditional approval status allows the program to begin preparing special education directors. Once there are graduates, the program will be re-evaluated to determine full approval status.

RECOMMENDATION:

It is recommended that the State Board of Education accept the state team report as approved by the Professional Standards Commission, thus providing state conditional program approval for Northwest Nazarene University: Proposed Special Education Directors' Program in Nampa, Idaho.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the recommendation by the Professional Standards Commission to accept the state team report as approved by the Professional Standards Commission, thus providing state conditional program approval for Northwest Nazarene University: Proposed Special Education Directors' Program in Nampa, Idaho. Moved by _____, seconded by _____ and carried.

ATTACHMENTS:

1. State team report as approved by the Professional Standards Commission

**STATE REVIEW FOCUS VISIT TEAM REPORT
SPECIAL EDUCATION DIRECTOR PROGRAM
NORTHWEST NAZARENE UNIVERSITY
June 7, 2005**

**Professional Standards Commission
Idaho State Board of Education**

State Team:
Ila Cockrum

State Observers:
Patty Toney
Cina Oravez

INTRODUCTION

On June 7, 2005, a state team composed of a state evaluator, Ila Cockrum, and two state observers from the State Department of Education, Patty Toney and Cina Oravez, conducted a focus visit to Northwest Nazarene University (NNU) to review the institution's proposed special education directors' program. The team reviewed syllabi for existing courses, interviewed faculty and a recent Exceptional Child Masters graduate, and studied other documents provided by the institution. Both NNU's administrator and exceptional child programs are state-approved; therefore, the team reviewed the approved courses as to their application to the special education directors program.

Northwest Nazarene University began developing the special education directors program approximately a year ago at the request of a NNU graduate candidate. NNU surveyed current cohorts of students enrolled in the Masters in Exceptional Child program as to their interest in seeking a special education directorship. Approximately two thirds of the students expressed an interest. Seven individuals are ready to enter the program.

NNU's Special Education Directors program will meld the Masters programs in Exceptional Child and Administration with the addition of three courses: 1) CN 542: Counseling with Parents of Children with Exceptionalities; 2) ED 589d Seminar: Special Education Policies and Procedures; and 3) ED 595G: Practicum in Special Education and Related Service. To be able to enter the special education directors program, candidates will have to have either: 1) a Masters in Exceptional Child and have completed twenty-two credits in the educational leadership program that include an administrator internship, or 2) a Masters in Educational Leadership and twenty-one credits in the exceptional child program. NNU will offer the first of the three additional courses, CN 545: Counseling with Parents of Children with Exceptionalities, during the summer of 2005.

Standard 1: Visionary and Strategic Leadership- Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of all students and staff by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Element	Unacceptable	Acceptable	Target
1.1 Understanding of Visionary and Strategic Leadership		X	
1.2 Ability to Demonstrate Visionary and Strategic Leadership	X		

1.1. Examination of course syllabi for the state-approved Masters programs in Exceptional Child and Administration specify that the programs provide candidates with an understanding of the development and articulation of a shared vision with stakeholders, development of adaptations and modifications of general education curriculum, development and implementation of IEPs, legal requirements, initiation of organizational change, and involvement of stakeholders in the educational process.

The team reviewed the draft syllabus for CN 545: Counseling with Parents of Children with Exceptionalities, a course that will be based on a wrap around systems of care. A team composed of faculty, a special education director, school counselor, and parent of a special needs student developed the course. This course will be available for counseling candidates as well.

The team reviewed the draft syllabi ED 595G: Practicum. The Practicum will provide candidates hands-on, supervised experience in facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. An interview with a faculty member supported these findings.

1.2. Insufficient evidence exists because the program has no candidates or graduates.

Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Element	Unacceptable	Acceptable	Target
2.1 Understanding of Instructional Leadership		X	
2.2 Ability to Demonstrate Instructional Leadership	X		

2.1 Examination of course syllabi for the state-approved Masters programs in Exceptional Child and Administration indicate courses provide candidates with an understanding of behavior intervention tools that are conducive to promoting student learning and the overall positive school culture and of the legality of the school culture and programs developed. Syllabi also show courses provide candidates with the ability to determine best practices through action research, how to evaluate instructional processes, how to advocate for appropriate instructional programs, and experience educational leadership through an internship.

The draft syllabus for CN 545: Counseling with Parents of Children with Exceptionalities indicates the course will enable candidates to learn how to develop instructional programs that will meet all students’ needs. An interview with a faculty member supported these findings.

2.2 Insufficient evidence exists because the program has no candidates or graduates.

Standard 3: Management and Organizational Leadership - A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of all students.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Management and Organizational		X	
3.2 Ability to Demonstrate to Management and Organizational	X		

3.1 Examination of course syllabi for the state-approved Masters programs in Exceptional Child and Administration indicate courses provide candidates behavioral techniques that promote safe and effective learning environments, needed skills to design effective IEPs in legally appropriate ways, and an understanding of effective collaboration. Syllabi also indicate courses provide candidates knowledge and skills for appropriate evaluations and effective management, and, through the internship experience, how to implement these processes.

The draft syllabus for CN 545: Counseling with Parents of Children with Exceptionalities indicates the course will provide candidates tools needed to determine resources for students. The team reviewed the draft syllabi ED 595G: Practicum and ED 598d: Seminar which together will provide candidates with experience in program planning, implementation, and budgeting. An interview with a faculty member supported these findings.

3.2 Insufficient evidence exists because the program has no candidates or graduates.

Recommended Action on All Standards:

Approved

Approved Conditionally

Not Approved

F. SUBJECT:

Petition to Transfer Property from Bliss Jt. School District No. 234 to Hagerman Jt. School District No. 233

BACKGROUND:

A petition submitted under the provisions of §33-308, Idaho Code, to transfer approximately 2 square miles of land from Bliss Jt. School District No. 234 to Hagerman Jt. School District No. 233 has been received in the Department of Education. Also received were comments from both school districts. The request is in compliance with the provisions of Section 33-308, Idaho Code, in that the area is less than fifty square miles, no school is operated in the area, and the property is contiguous to Hagerman Jt. School District No. 233.

DISCUSSION:

Bliss Jt. School District opposes the transfer; Hagerman Jt. School District is neutral. Copies of the petition, letters and map are enclosed. Approximately 18 children reside in the area proposed to be transferred. According to information verified by both school districts, only four of those children currently attend Hagerman schools through open enrollment options, while 12 attend Bliss. None of the parents of those 12 children signed the petition.

Pursuant to the rules adopted by the State Board, the Department of Education appointed a hearing officer. A copy of all information received was forwarded to said hearing officer and a hearing was held on August 29 and 30, 2005. The hearing officer recommended that the petition be approved. This recommendation and materials received by the hearing officer at the hearing are attached. An audio recording of the hearing was made and a brief synopsis is attached.

RECOMMENDATIONS:

The State Department of Education does not have a recommendation.

BOARD ACTION:

It was carried to approve/disapprove/table the hearing officer's recommendation. Moved by _____, seconded by _____, and carried.

ATTACHMENTS:

1. Petition*
2. Letters from Bliss Jt. and Hagerman Jt. School Districts*
3. Map*
4. Hearing Officer's Recommendation & Hearing Documents
5. Synopsis of Hearing*

****Note: These materials were not received in electronic form. For more information, contact Deb Stage, 208-332-6853.***

RICHARD A. CARLSON, Hearing Officer
P.O. Box 21
Filer, ID 83328
Telephone and fax: (208) 326-3686

BEFORE THE IDAHO DEPARTMENT OF EDUCATION

In re: Petition to Change School District)	
Boundaries,)	
)	
Hagerman Valley River Road Residents,)	RECOMMENDED ORDER
)	
Petitioners,)	
)	
v.)	
)	
Bliss School District No. 234 and Hagerman)	
Joint School District No. 233,)	
)	
Respondents.)	

This matter was heard on August 29 and 30, 2005 before Hearing Officer Richard A. Carlson.

Hancey Hansen and Loretta Standal appeared as representatives of the Petitioners. Superintendent Kevin Lancaster appeared on behalf of the Bliss School District. Superintendent Lee Mitchell appeared on behalf of the Hagerman School District.

1. NOTICE

This is the recommended order of the Hearing Officer under DAPA 04.11.01.720. It will not become final without action of the agency head. Any party may file a petition for reconsideration of this recommended order with the Hearing Officer issuing the order within fourteen (14) days of the service date of this order. The Hearing Officer issuing this recommended order will dispose of any petition for reconsideration within twenty-one (21) days of its receipt, or the petition will be considered denied by operation of law. See Section 67-5243(3), Idaho Code.

Within twenty-one (21) days after (a) the service date of this recommended order, (b) the service date of a denial of a petition for reconsideration from this recommended order, or (c) the failure within twenty-one (21) days to grant or deny a petition for reconsideration from this recommended order, any party may in writing support or take

exceptions to any part of this recommended order and file briefs in support of the party's position on any issue in the proceeding.

Written briefs in support of or taking exceptions to the recommended order shall be filed with the agency head (or designee of the agency head). Opposing parties shall have twenty-one (21) days to respond. The agency head or designee may schedule oral argument in the matter before issuing a final order. The agency head or designee will issue a final order within fifty-six (56) days of receipt of the written briefs or oral argument, whichever is later, unless waived by the parties or for good cause shown. The agency head (for designee of the agency head) may remand the matter for further evidentiary hearings if further factual development of the record is necessary before issuing a final order.

2. WITNESSES AND EXHIBITS

A. The following persons testified at the hearing:

1. Hancey Hansen
2. Loretta Standal
3. Juan Manchaca
4. Joyce Manchaca
5. Edward Wiedenman
6. Bette Wunderle
7. Robert Wunderle
8. Kris Pothier
9. Lee Mitchell
10. Kevin Lancaster
11. James Gray
12. Adora Gray
13. Sherri Jenks
14. Allison Janss
15. Tom Faulkner
16. Steve Goolsby
17. Duane Cutwright
18. Carol Wood
19. Doug Wood

B. The following exhibits were admitted at the hearing:

- HO 1 May 7, 2005 Petition cover letter
- HO 2 Petition to Alter School District Boundaries
- HO 3 IDAPA 08 Title 2 Ch. 1
- HO 4 "Reasons for requesting the alteration.... " Hagerman Valley River Rd.
- HO 5 Hagerman Valley River Rd. (HVRR) Legal Description
- HO 6 1:24,000 map of proposed area of transfer
- HO 7 Big Sky map of school districts
- HO 8 List of Registered Voters in the proposed River Rd. Area

- HO 9 Alpha Voter List- Gooding Co. School District 234
- HO 10 Net Taxable Market Values
- HO 11 Bliss School District # 234 response to petition – May 19, 2005
- HO 12 Hagerman Joint School District # 233 response to petition - June 15, 2005

(Petitioners' Exhibits)

- 1 List of Speakers
- 2 HVRRR letter to BOE re: market value (4 pages)
- 6 HVRRR letter to BOE re: Curriculum Comparison – August 16, 2005 (3 pages)
- 9 Annette Hinds letter (for HVRRR) to superintendents – August 10, 2005 (4 pp.)
- 13. Mr. Lancaster response to Annette Hinds letter of August 10, 2005 (8 pages)
- 21. Mr. Mitchell fax response (dated 8-16-05) to Annette Hinds letter (8 pages)
- 29. Bliss Jr. and Sr. High 2004-5 Sports Schedules (2 pages)
- 31. Stan Standal letter to BOE – August 21, 2005 (2 pages)
- 33. Peter Bowler letter to BOE – August 17, 2005 (1 page)
- 34. Raymond Brooks letter to BOE – August 19, 2005 (1 page)
- 35. Robert Willhite letter to BOE – August 14, 2005 (2 pages)
- 37. Christine Hager letter to BOE – August 6, 2005 (1 page)
- 38. Aldrich Bower letter to BOE- August 6, 2005 (1 page)
- 39. Annette Hinds letter to BOE – August 15, 2005 (2 pages)
- 41. Dorita Hoff letter to BOE – August 18, 2005 (1 page)
- 42. Jeri & Gary Robbins' letter (undated) re: petition (1 page)
- 43. Michael & Hancey Hansen's letter re: petition – August 22, 2005 (1 page)
- 44. Rochelle & Greg Vine's letter (undated) re: petition (1 page)
- 45. Connie Leach letter (undated) re: petition (1 page)
- 46. Joseph Austin letter re: petition – August 22, 2005 (2 pages)
- 48. Ronald & Karen Miller's letter re: petition – August 22, 2005 (1 page)
- 49. Karen & Harold Forehand letter re: petition- August 27, 2005 (1 page)
- 50. Peggy Pedrow letter re: petition- August 10, 2005 (2 pages)
- 51. Robert & Bette Wunderle letter to BOE (via hearing Officer) – August 28, 2005 (4 pages)

(Bliss School District's (et al) Exhibits)

- 100. Oral Testimony List (1 page)
- 101. Charleen Thompson letter to DOE Hearing Officer (1 page)
- 102. Kim & Cyndi Wood's letter re: petition – August 14, 2005 (1 page)
- 103. Daniel Wood's letter re: petition – August 16, 2005 (1 page)
- 104. Nellie Hammond letter re: petition – August 15, 2005 (1 page)
- 105. Copy of e-mail from Scott Jensen to Kevin Lancaster – August 19, 2005 (1 p.)
- 106. Diane DuBois letter re: petition – August 11, 2005 (1 page)
- 107. DeVerl Jensen letter re: petition- August 19, 2005 (1 page)
- 108. List of River Road residents/property owners opposed to petition (1 p.)
- 109. Jess & Karen Elliott letter to BOE- August 17, 2005 (1 page)
- 110. Bliss S.D. 2005-6 athletic schedule (Jr. High)/ school hours missed (1 p.)
- 111. Outline of oral testimony at hearing (1 page)
- 112. Jarvis Cline's letter to Kevin Lancaster – August 29, 2005 (4 pages)

3. PROCEDURAL BACKGROUND

On or about May 7, 2005 a group calling itself the Hagerman Valley River Road Residents (“HVRRR” or the “Petitioners”) filed a petition with the Board of Education requesting an alteration of the Bliss and Hagerman School District Boundaries. The effect of the change would be to remove an area along River Road from the Bliss District and add it to the Hagerman District. River Road runs in a more or less north-south direction between the Snake River on the west and Hwy. 30 on the east, south of the city of Bliss. Maps of the area proposed for change and its legal description are in the record, marked exhibits HO 6-7 and HO 5 respectively.

In this case the Hagerman School District took a neutral position on the boundary change while the Bliss School District opposed the change.

Representatives of the School Districts, the Petitioners, and the Hearing Officer met during informal pre-hearing conferences on July 12th and August 15th to work out the schedule for the hearing, some rules about exchanging witness lists and an exchange of documentary evidence that the parties intended to offer as exhibits. Some other issues were addressed during the pre-hearing conferences i.e. the order of the presentation of witness testimony.

Notice of the public hearing regarding the petition was published in a newspaper of general circulation in the area (the Gooding County Leader) on August 11, 2005. The hearing was held over the course of two evenings and was audio taped. Copies of the audio taped hearing were provided to the parties shortly after the hearing.

At the conclusion of the receipt of testimony and evidence the parties were invited to

present a written statement (argument) in support of their respective positions. Those written statements were to be mailed to the Hearing Officer, postmarked no later than Sept. 6th, 2005, and include proof of service on all other parties.¹

This Recommended Order is based on a careful review of the record including the documentary evidence and oral testimony presented at the hearing as well as a review and application of law. This Recommended Order constitutes the Hearing Officer's analysis of the relevant issues, his findings of fact, and his conclusions of law.

4. APPLICABLE LAWS, REGULATIONS AND STANDARDS

Idaho Code 33-308 and IDAPA 08.02.01.050 provide citizens the right to petition the Board of Education for alterations of school district boundaries. That statute and rule require an analysis of two issues:²

1. Will the excision as proposed leave a school district with a bonded debt in excess of the limit prescribed by law;

2. Is the excision and annexation in the best interests of the children residing in the area described in the petition. In determining the best interests of the children, the hearing officer shall consider all relevant factors, which may include:

- i. The safety and distance of the children from the applicable schools;
- ii. The views of the interested parties as these views pertain to the interests of the children residing in the petition area;

¹ Although they were mailed on time, neither the Petitioners' nor the Bliss School District's showed proof of service of their argument on the all other parties. Both responded to the Hearing Officer's Sept. 4th e-mail inquiry asking if copies had in fact been served on all parties. Both answered no, that had not been done. The Hearing Officer had advised the parties that proper service was necessary at the close of the August 29th hearing and is required by law to insure that decisions are made based upon a record that all parties are privy to. As a consequence, the Hearing Officer could not and did not consider the written closing arguments that were submitted and they will not be part of the record for purposes of making a recommendation.

²Idaho Code 33-308 uses the terms "excision" and "excision and annexation" while IDAPA 08.02.01.050 uses the term "annexation". The hearing officer interprets them to mean the same thing.

iii. The adjustment of the children to their home and neighborhood environment;

iv. The suitability of the school(s) and school district which is gaining students in terms of capacity and community support.

IDAPA 08.01.01.050 makes the Idaho Rules of Administrative Procedure of the Attorney General, IDAPA 04.11.01 et seq. applicable to hearings on petitions for school district boundary alterations. The Petitioners in this case have the burden of presenting evidence on the two issues described above and proving their “case” by a preponderance of evidence.

5. WILL THE ALTERATION LEAVE THE BLISS SCHOOL DISTRICT WITH A BONDED DEBT IN EXCESS OF THE LIMIT PRESCRIBED BY LAW?

The short answer to the question is no. This conclusion is based primarily on the analysis contained in Ex. 2 that all parties agreed was accurate.³ Ex. 2 includes the following:

a. A summary of market values of the property that both districts rely on as a tax base;

b. A spreadsheet showing “Tax Levies for School Purposes” that delineates school district tax base market values, total school tax mil rates, and component parts of the mil rates attributed to expenditures for maintenance, emergencies, tort claims, and bond indebtedness, etc.; (Ex. 2, Att. “A”)

c. A spreadsheet showing the market value of the property subject to the proposed change. (Ex. 2, Att. “C”)

Until a recent vote in the Bliss School District approving a bond measure for \$1.2 million dollars, the district had no bonded indebtedness. The money would be spent on new school buildings.⁴

³ Ex.2 was offered by the Petitioners. Both Mr. Lancaster and Mr. Mitchell agreed it was accurate during their oral testimony.

⁴ Testimony of Allsion Janss.

The District is allowed a bond indebtedness no greater than five (5) per-cent of the *previous* year's total actual (not adjusted) value of its property tax base. Using the 2004-2005 property tax base figure of \$48,871,552 from the spreadsheet⁵ as a starting point, subtracting the market value of the property in the area proposed for excision (\$7,457,454)⁶, would leave the Bliss School District with a market value of its property tax base equal to \$41,414,068. That value establishes an upper limit for the District's bond indebtedness at over two million dollars.

6. IS THE EXCISION AND ANNEXATION IN THE BEST INTERESTS OF THE CHILDREN RESIDING IN THE AREA DESCRIBED IN THE PETITION?

IDAPA 08.02.01 Rule 50 requires consideration of “all relevant factors” which have a bearing on the “best interests of the children residing in the area described in the petition”. The Rule gives some examples of factors that can be considered but is not an exclusive list.

In this case the primary focus of Petitioners' evidence and arguments was on the fact that there is a considerable difference in size between the Bliss and Hagerman School Districts and that has implications for academic opportunities that are available in each district.

ACADEMICS

On the educational opportunities side Petitioners' evidence included responses from both Districts to a “school survey” the Petitioners had prepared. Exhibit 9 contains the “survey” questions. Exhibits 13 and 21 contain the responses of the Bliss and Hagerman

⁵ Ex. 2, Att. “A”. Although Mr. Lancaster's testimony confirmed that the most recent market value figure has increased to \$49,863,310, the law requires a calculation based on the lower *previous* year's number.

⁶ Ex. 3, Att. “C”.

School Districts respectively. Exhibit 6 is a summary and analysis of the District's responses along with some conclusions the author drew from the responses.⁷ Below are several points excerpted from the summary which this Hearing Officer finds are reasonable conclusions supported by the evidence in the Districts' responses:

“Elementary grades:

The main difference between the two schools is that at Hagerman there are two classes per grade level for more than half of the K-6 grades.⁸ This is not inconsequential....Most teachers prefer not to work in isolation and benefit from the opportunity to share ideas for how to make material interesting, how to handle problems, etc..... The advantage of more than one teacher per grade is also beneficial to students especially when there are student/ teacher incompatibilities. Having two classes per grade allows a student to be moved where deemed appropriate.

Junior High and High School:

As mentioned for the elementary school grades, Hagerman's size allows it to offer more sections of any given subject. At the Jr. High and High School level this can be extremely important because it allows greater flexibility of scheduling.

Because of Bliss's small size, some classes are not offered every semester, and, more problematically, some are offered only on alternating years, For example, Bliss alternates Algebra II and Trigonometry every other year. Bliss also must rotate Chemistry and Physics on alternate years. However, at Hagerman, Algebra II, Trigonometry, Chemistry, Physics, and Calculus are offered every year. This reviewer (Annette Hinds) has not been able to determine if Calculus is offered at all on site in Bliss.⁹

These particular courses in math and science are especially noteworthy given the national consensus that these subjects are of great concern...

Parents are also interested in sending their children to schools where it is possible to get college credit for accelerated high school work in Advanced Placement courses. Obviously such credit helps cut the cost for college-bound students who enter with some requirements completed.¹⁰

⁷ The summary and analysis was prepared by Annette Hinds, a member of the Petitioner group, emeritus professor of biology who worked in science education for 25 years and lived on River Rd. for 26 years. (Ex. 39)

⁸ At the elementary level class size is about the same in Hagerman as it is in Bliss (12-18 students) except for Hagerman's 3rd and 4th grades which have 25 and 26 students respectively in a single class. The class size in the Jr. High and High Schools seems to be fairly comparable in both districts as does the student:teacher ratio. (Ex. 9, 13, and 21)

⁹ Mr. Lancaster testified that calculus is offered on a rotational basis i.e. every other year.

¹⁰ Bliss has not yet set up a system for offering advanced placement courses. Hagerman offers some type of an AP program through the Idaho Digital Learning Academy. (Testimony of Mr. Lancaster and Mr. Mitchell)

Again, Bliss's problem stems from being a very small school that cannot offer all courses every semester (or year as appropriate for the subject). Not only can this limitation seriously affect students with schedule conflicts, but it certainly may be a problem for transfer students who might enter during a year when the needed courses are not available".

On this last point Mr. Lancaster explained that if a student were to need a course like chemistry that was not offered during a particular year (i.e., having transferred in during a year and needing a chemistry course to graduate) the student would take chemistry on an independent study basis in a classroom where another science class was ongoing.

(Testimony of Mr. Lancaster) There might or might not be a chemistry lab component available to the student with the independent study system. (Id.) While the Hearing Officer finds that this system might work for some students, taking what can be very challenging science or math courses without other students is likely to make learning the subject more difficult.

The Petitioners raised the issue of unqualified substitute teachers and teacher aides working in the Bliss schools. (HO Ex. 2, p.5) Mr. Lancaster addressed this concern by testifying that that situation will be remedied by the end of the 2006 school year. By then, all such staff will meet the standards required by the No Child Left Behind Act as a result of ongoing training programs. In connection with that Act, Mr. Lancaster also testified that the Bliss District was the only one in Gooding County which had made "adequate yearly progress" required of schools that had some history of student testing deficiencies. However, the record is not clear whether all Gooding County schools (specifically Hagerman District Schools) were required to make "AYP" because of their academic testing histories.

Another issue the Petitioners raised was what they perceive as too much emphasis on

athletics at the expense of academics. (HO 2, p.5) The Bliss Jr. High and High 2004-5 soccer, volleyball and basketball schedules revealed quite a number of “away games” scheduled in early afternoon. (Ex. 29) Team members have to leave class early or miss a class altogether. One of the Petitioner’s written submissions reported that “ When a team leaves during school time, it carries team members, cheerleaders, and coaches (who are often teachers). Very little learning occurs for the few students remaining at the school, as the majority of the student body is absent..... A complete afternoon of academic learning is lost by students on the team bus and those left behind.” (Mr. Standal, Ex. 31, p.2). On occasion 5th and 6th grade students have been recruited to play on the Jr. High teams to fill out the teams. (Id.)

During the hearing, Kevin Lancaster (Superintendent of the Bliss District) denied that the district had shifted its emphasis towards athletics. He referred to the Bliss Jr. High “away game” schedule for the 2005-6 school year (Ex. 110) pointing out that of a total of 1218 school year hours, only 37 ½ hours would be lost because of travel and competition. He also testified that Bliss exceeds the minimum 900 school year hours (set by the State of Idaho for 4th- 8th graders for accreditation purposes) by 280 hours even after the lost travel hours are accounted for.

It is understandable that parents who want to maximize the academic learning opportunities for their children would see the lost 37 ½ hours (almost a week of school) as a “problem”. Apparently, the majority of parents in the district are satisfied with the sports schedule, in spite of its infringement on classroom learning. Without making any judgment about which side is “right” in striking the balance between academics and athletics, this Hearing Officer simply sees this issue as another facet of the differences

between the school districts in terms of the academic opportunities they provide.

All things considered, it is clear that the Bliss school system has provided a high quality academic and learning environment to many students. The Bliss School District offered some compelling proof of that in the form of a letter from a recent graduate Jarvis Cline (Ex. 112) and testimony from Adora Gray, a special education student. Very small schools can and do work wonders with some students, perhaps the majority of students.

If one measure of a school's ability to encourage academic success is the number of students who graduate or the number who go on to higher education Bliss is doing an excellent job: 100% of its 2003-4 students graduated and 94% of them went on to college; 87.5% of the 2004-5 students graduated, while 62.5% went on to college (8 to college, 2 to technical education programs). (Ex.13,p.7).¹¹

However, the Petitioner's have raised a very legitimate issue: which of two school districts provide the *most academic opportunities* to students in the River Road area? Both districts offer the advantages of small schools where students, faculty and staff all know one another and a student is not likely to be lost in a shuffle. The academic opportunities are clearly greater in the Hagerman School District because it offers more choices of classes, teachers, and schedules.¹²

¹¹ The Hagerman School District survey response did not specify any year in its response but reported that 90-95% of its seniors graduate and approximately 60% of its seniors were college bound. (Ex. 21, P.5)

¹² The same should be said about greater opportunities for students to meet other students and interact with, or choose from, a larger number of potential teachers. In a nutshell, the Hagerman School District provides greater opportunities for the socialization of students which is critical to their well being. Both Districts offer extracurricular activities (academic, athletics, arts etc.). Hagerman offers a somewhat broader selection than does Bliss because of its size.

SAFETY AND TRANSPORTATION

The River Road area is in the Hagerman Valley adjacent to the Snake River, approximately 500 feet in elevation below the City of Bliss. (HO 4, p.1). The most direct school bus access between Bliss and the River Road area was affected by a landslide several years ago. Schoolchildren are not allowed on busses going up or down the access grade. Bus drivers travel down the grade in the morning picking up students in the River Road area, then backtrack along Hwy. 30 to finish the rest of their routes. The process is reversed in the afternoon when the last student is off the bus at the north end of the River road area before the bus travels back up the affected grade to Bliss.

Bliss schools start at 8:00 a.m. and finish at 3:00 p.m.. River Road students are picked up starting at 7:00 a.m. while the last one is dropped off in the afternoon at about 3:45 p.m.. (Testimony of Hancey Hansen)

At present, Hagerman school buses do not come in to the River Road area. When Hagerman busses reach the most northerly point of their routes along Hwy. 30 they turn around in a gravel area adjoining Hwy 30, just shy of the Malad River Bridge. Access to River Road off of Hwy. 30 is just north of the Malad River Bridge.

Hagerman schools start at 8:20 a.m. and finish at 3:10 p.m.. (Ex. 1, pp. 6-7) The last Hagerman student is dropped off in the afternoon at the turnaround described above along Hwy. 30 at about 3:25 p.m.. (Testimony of Hancey Hansen)

The travel distance from the River Road area to the Bliss schools is about 1 ½ miles greater than what it would be to the Hagerman schools. (Testimony of Mr. Lancaster)

There are approximately 60 homes in the area, with approximately 16 school age children. (Id., and Testimony of Hancey Hansen). About half the children currently go to

Bliss schools, while the other half go to Hagerman schools. (Id.).

Overall it appears that while the mileage differences only very slightly favor school bus travel from River Road to Hagerman versus Bliss, the real benefit for the children would be considerably less travel time if they were to go to Hagerman schools because of the Bliss bus access problems described above. The “ valley bus route”.... (referring to the present Bliss school bus route/schedule and its impact on River road children).... “becomes a very long and tiring day for Pre-School, Kindergarten and primary grade children attending full days at Bliss School”. (HO 4, p. 1)

Several opponents of the petition pointed out in their testimony that there would be busses from two Districts on River Road if the petition were approved.(Testimony of Mr. Lancaster, Mr. Faulkner). Two points were made: (1) there would be extra expenses for running busses from two Districts in the area; and, (2) with two busses on the same road there is an increased potential for collisions between the busses and/ or other vehicles.¹³

The first point is undeniably true but this sort of expense is not what the Hearing Officer would consider a legitimate criteria to apply- it has no bearing on bond indebtedness and is not related to the best interests of the children.

As to the second point about the potential for accidents, this Hearing Officer would consider the increased potential for accidents speculative. There must be many situations in rural parts of Idaho where busses from two districts operate on the same roadways without problems.

¹³ The Hearing Officer takes note of the fact that there was no evidence that there was a turnaround for school busses on River Road itself. Because the area is a rural agricultural area where large trucks and farm equipment are commonly operated, this may or may not be a problem.

ADJUSTMENT OF CHILDREN TO HOME AND NEIGHBORHOOD ENVIRONMENT

Many residents of the River Road identify their “home town” as Hagerman, rather than Bliss. This is apparently not a new phenomenon.¹⁴ Schools are important parts of a community which all kinds of community activities revolve around. But schools are also part of the larger community and there’s not much to point to in the record refuting the statement quoted below that Hagerman is the center of gravity for community activities for many River Road residents, parents and children included.

“ Many residents are employed in the Hagerman area, have strong economic ties with Hagerman and are involved with Hagerman Valley community activities. Many River road Residents are small business owners or employed in the Hagerman area. A large number of residents have Hagerman P.O. mailing addresses, Hagerman phone numbers.....River Road residents have strong economic ties with a Hardware store, bank, grocery store, drug store, real estate offices, Hagerman Library, Hagerman City Hall, Hahgerman Fossil Beds national; Monument, and Malad Gorge State Park.....

Hagerman Valley River Road residents attend Hagerman Churches and Hagerman Schools and volunteer in the Parent Teacher Association, and participate as chaperons on class field trips. Many are involved with Hagerman Valley community activities and serve as committee members and leaders with the Chamber of Commerce, Hagerman Churches, Hagerman Fossil Days, Malad Gorge State Park Run/Walk, Hagerman Fossil Beds Committee, Boy Scouts, Girl Scouts, Church Youth groups, Hagerman Senior Center, and Hagerman Historical Society.

The children on Hagerman Valley River Road participate in community service time through the Hagerman School Student Body and National Honor Society, BPA, FFA, Boy Scouts, Girl Scouts, Hagerman Churches, and helping along side their parents in the city of Hagerman’s community events.” (HO 4, p.3)

Based on evidence in the record, this Hearing Officer finds that the requested boundary change will most likely not cause significant home or neighborhood environment adjustment problems for area students assigned to Hagerman schools because of a boundary change. For River Road students who are already attending Hagerman schools

¹⁴ Duane Cutright, a long time resident of the area and petition opponent testified that “ people who have lived on River Road who have been part of the Hagerman community for the past 100 years will continue to be part of the Hagerman community.... And redistricting is not going to change that”. (Testimony of Duane Cutright)

the “adjustment ...to their home and neighborhood environment” criteria is not an issue.

SUITABILITY OF THE HAGERMAN SCHOOLS: CAPACITY AND COMMUNITY SUPPORT

In this case Mr. Mitchell, the Superintendent of the Hagerman School District, made it clear that both he and his Board of Trustees wanted to remain neutral on the petition. However, based on his initial response letter to the petition (HO 12), the relatively small number of students who might be re-assigned to his district, the fact that some River Road students are already attending Hagerman Schools, and the Petitioner’s own analysis of the suitability of the Hagerman schools (i.e. Ex. 9), the Hagerman School District has the capacity and would offer community support if the petition were approved.

To the extent that school finances may have a bearing on the Hagerman District’s capacity, Mr. Mitchell testified that he had done some research on the impact a boundary change would have and determined that it would be “pretty neutral in the financial part of it”. (Testimony of Mr. Mitchell) He said that the change would lower very slightly existing district taxes going to pay Hagerman’s school bond because of the increase in tax base but the “ rest of the financial part is a wash”.

OTHER ISSUES RAISED IN THIS MATTER

Opponents of a boundary change are concerned about the prospect of higher taxes to pay for the recent bond measure approved for some new buildings in the Bliss District. A boundary change would shift 10-15 % of the current the current tax base over to Hagerman putting additional pressure on Bliss District taxpayers. (Testimony of Mr. Faulkner).

Although this Hearing Officer acknowledges that that is an issue for taxpayers, it is not

so clear that it is a proper issue to consider in this decision for two reasons:

(1) Idaho Code 33-308 specifically requires consideration of whether or not the “alteration as proposed (will) leave a school district with a bonded debt in excess of the limit prescribed by law”. The legislature could have said it another way, i.e. “ put an additional financial burden on remaining taxpayers” but it did not do so.

(2) Considering the additional tax burden on Bliss patrons as part of “the best interests of the children “ criterion would require an unwarranted stretch of the plain meaning of that phrase.

Several of the Petitioners urged approval of the petition by the Hearing Officer and the Board of Education based on the logic and on the basis that that is the only way the voters in the area will get to vote on the issue. (i.e., Testimony of Ed Wiedenman). If that were a legitimate basis for making a decision in this case, it would most likely become the only basis for deciding whether district boundaries should be changed making the whole process described in Idaho Code 33-308 a meaningless exercise. The legislature intended a more circumspect process to occur before putting the matter to a vote so the Hearing Officer will not consider this argument of the Petitioners.

CONCLUSION

As might be expected, the question of altering school district boundaries was contentious in this case, at times anyway. Hopefully, at the conclusion of this process, fences can be mended.

In weighing the evidence presented this Hearing Officer took special note of the fact that several of the Petitioners have had extensive experience with both school districts either as students, parents of students, volunteers, or as Trustees. (i.e. Mr. Standal [

Ex.31], Mr.Bowler [Ex.38] Other Petitioners volunteered in many Bliss School District activities, groups, and enterprises over the past years giving them a broad perspective on what is “in the best interests” of area children. (HO 4, p.4) Their comments, opinions, and observations deserve considerable weight because they are based on hands- on experience with District Schools.

In addition, in weighing the evidence, the very significant “academic opportunities” issue needed to be addressed. The evidence on that issue is relatively objective and straightforward, not readily susceptible to possibly improper influences on witnesses caused by bias, motive, interest in the outcome of the case, etc.. The evidence on the “academic opportunities” issue clearly weighed in favor of the Petitioners. In the view of this Hearing Officer it has to be the paramount issue in the case when considering what is in a child’s best interests in the context of education.

In conclusion, this Hearing Officer has weighed the evidence on the two issues in the case and has found that the Petitioners have proved , by a preponderance of evidence that (1) the excision of the River Road area, as proposed, will not leave the Bliss School district with a bonded debt in excess of the limit prescribed by law ,and, (2) the excision and annexation, as proposed, is in the best interests of the children residing in the area described in the petition. Based on the discussion, analysis, findings and conclusions of law set forth above this Hearing Officer recommends that the Board of Education approve this pending petition.

DATED this____ day of September, 2005.

Richard A. Carlson, Hearing Officer

CERTIFICATE OF SERVICE

The undersigned hereby certifies that on the ____ day of September, 2005, he served a true and correct copy of the foregoing document upon the following persons by U.S. Mail, postage pre-paid:

Hagerman Valley River Rd. Residents
c/o Hancey Hansen
P.O. Box 761
Hagerman, ID 83332

Kevin Lancaster, Superintendent
Bliss School District #234
P.O. Box 115
Bliss, ID 83314

Lee R. Mitchell, Superintendent
Hageman School District #233
324 N. 2nd Ave.
Hagerman, ID 83332

Deb Stage
Idaho Department of Education
P.O. Box 83720
Boise, ID 83720-0027

Richard A. Carlson

G. SUBJECT:

Petition to Transfer Property from West Bonner School District No. 83 to Lakeland Jt. School District No. 272

BACKGROUND:

A petition submitted under the provisions of §33-308, Idaho Code, to transfer approximately 21 square miles of land from West Bonner School District No. 83 to Lakeland Jt. School District No. 272, has been received in the Department of Education. Also received were comments from both school districts. The request is in compliance with the provisions of Section 33-308, Idaho Code, in that the area is less than fifty square miles, no school is operated in the area, and the property is contiguous to Lakeland Jt. School District No. 272.

DISCUSSION:

West Bonner School District opposes the transfer; Lakeland Jt. School District originally forwarded the petition to the State Department of Education with no recommendation. However, we have since received a letter from Lakeland School District strongly opposing the transfer. Copies of the petition, letters and map are enclosed. At a conservative estimate, approximately 100 children reside in the area proposed to be transferred.

Pursuant to the rules adopted by the State Board, the Department of Education appointed a hearing officer. A copy of all information received was forwarded to said hearing officer and hearings were held on August 9 and 10, 2005. The hearing officer recommended that the petition not be approved. A copy of that recommendation is attached. The petitioner asked for reconsideration from the hearing officer and that request was declined.

RECOMMENDATIONS:

The State Department of Education agrees with the hearing officer's recommendation.

BOARD ACTION:

It was carried to approve/disapprove/table the hearing officer's recommendation. Moved by _____, seconded by _____, and carried.

ATTACHMENTS:

1. Letters from West Bonner and Lakeland Jt. School Districts*
2. Petition*
3. Map*
4. Hearing Officer's Recommendation

****Note: These materials were not received in electronic form. For more information, contact Deb Stage, 208-332-6853.***

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 Idaho State Bar No. 3595

**BEFORE THE HEARING OFFICER
 APPOINTED BY THE
 STATE OF IDAHO DEPARTMENT OF EDUCATION**

In the Matter of the Petition of:)
)
Tonya Reed, et al., regarding the)
)
 Excision from **West Bonner County School**)
District No. 83 and the)
 Annexation into **Lakeland Joint School**)
District No. 272.)
 _____)

**FINDINGS OF FACT AND
 RECOMMENDATION**

A. INTRODUCTION.

A petition was filed with the State Department of Education (SDE) in Boise, Idaho, on or about May 19, 2005, seeking to excise an area of twenty-one (21) square miles from the West Bonner County School District (hereinafter, "District 83") and annexing this area into the Lakeland Joint School District ("District 272"). The petition bore the names of one hundred twenty-three (123) individuals, who purported to be "Bonner County Registered Voters [residing] in certain sections of 04W" The undersigned hearing officer designated Tonya Reed as lead petitioner for the purpose of assigning a case name to this proceeding. The petition was filed with the Board of Trustees of both school districts. The SDE appointed the undersigned on or about June 24, 2005, to act as the hearing officer regarding this petition pursuant to IDAPA 08.02.01.050.

A pre-hearing conference was conducted in this matter on July 7, 2005, at the District 272's Timberlake Junior High School in Spirit Lake, Idaho. The conference was informal and

1. FINDINGS OF FACT AND RECOMMENDATION

not conducted "on the record" by agreement of the parties. By agreement of the parties a public hearing was scheduled to be conducted on the evening of August 9, 2005, at the Timberlake Junior High School, and a second public hearing scheduled for the evening of August 10, 2005, at the Priest River Lamanna High School in Priest River, Idaho. The undersigned arranged for publication of notice for these public hearings in the COEUR d' ALENE PRESS and the BONNER COUNTY DAILY BEE on August 3, 2005. The Idaho edition of the SPOKESMAN-REVIEW newspaper published in Spokane, Washington, additionally contained an article on August 8, 2005, discussing the proposed petition and upcoming public hearings. The hearing officer was informed that at least one local radio station announced the scheduled hearing(s), but the hearing officer is not informed regarding any additional publication via public media.

The public hearings commenced as scheduled and were attended by approximately 70 individuals at both the Spirit Lake and Priest River venues. Tonya Reed was present at both hearings to offer oral statements in support of the petition. Superintendents Charles Kinsey and Tony Feldhausen appeared on behalf of District 272 and 83, respectively. Public participation at both hearings was extensive. The undersigned hearing officer recorded the proceeding by magnetic tape, the original of which is included with the agency record of this matter.

The hearing officer has reviewed the record of the case, examined the evidence and considered the statements and arguments offered by the participants in the public hearing, and hereby issues the following Findings of Fact and Recommendation.

B. FINDINGS OF FACT.

1. Idaho Code Section 33-308 requires that a citizen-initiated petition must be supported by at least one-fourth (1/4) of the school district electors¹ who reside in an area of not more than fifty (50) square miles and within which there is no public school building. Further, the petition must bear the names and addresses of the petitioners, a legal description of the area proposed for excision and annexation and maps that adequately identify the area that is the subject of the petition.

Numerous individual petitions were circulated for signatures in the spring of 2005, and these petitions were submitted to the SDE as a single petition. The petitions that were presented

1 Idaho Code Section 34-402 defines "electors" as "Every male or female citizen of the United States, eighteen (18) years old, who have resided in this state and in the county for thirty (30) days where he or she offers to vote prior to the day of election, if registered within the time period provided by law, is a qualified elector."

2. FINDINGS OF FACT AND RECOMMENDATION

to the hearing officer contained the names and addresses of 123 individuals and the petitions expressly limited the signatories to Bonner County registered voters in certain sections of "04W." The maps and supporting documentation, however, stated that the area that is the subject of the petition involved Sections 07, 08, 09, 16, 17, 18, 19, 20, 21, 28, 29, 30, 31, 32, 33 and 35 of Range 04 West *and* Sections 12, 13, 24, 25 and 36 of Range 05 West. Stated differently, the petitions circulated to community members unduly limited the individuals who could join the petition by excluding potential electors residing in Section 05 West.

According to Bonner County voter registration information there were 7 registered voters in Section 05 West and 318 registered voters in Section 04 West as of April 1, 2005. None of the registered voters residing in 05 West signed the petition. Of the 123 signatures on the petition, the hearing officer is able to identify only 96 individuals who were registered voters in Section 04 West as of April 1, 2005.² Three of the signatories expressed their desires, either directly or indirectly, to the hearing officer during the public hearings to withdraw and remove their signatures from the petition. Accepting for the sake of argument that these signatories' requests can be honored after the petition was submitted to the SDE, 93 confirmed signatures would then remain on the petition. From the formula established in statute, at least 82 qualified electors residing in 04W and 05W must support the petition to satisfy the statutory requirement. The hearing officer finds that an adequate number of qualified electors joined the petition to satisfy this statutory requirement despite the limitation stated on the petition.

2. The hearing officer accepts the lead petitioner's statements regarding the substantial time and energy she and her supporters have expended researching the legal requirements for this excision/annexation action, publicizing the petitions, gathering signatures and engaging in other organizational activities associated with this matter. There was no evidence presented to suggest that the incorrect limitation of potential signatories on the petition was the result of an intent to deceive or mislead the local citizenry regarding the true extent of the potentially affected properties associated with this proposed action. The hearing officer finds that, given the totality of the circumstances, the error on the petition was most likely caused by

2 The lead petitioner assured the hearing officer during the public hearings that she was able to identify 110 of the signatories as registered voters based on her review of updated voter registration information. The hearing officer is not able to easily confirm these statements.

3. **FINDINGS OF FACT AND RECOMMENDATION**

inadvertence and should be deemed to be harmless error for the purposes of this initial stage of this administrative proceeding.

3. An area comprising 21 "sections," or the equivalent of 21 square miles, is being proposed for excision/annexation. The correct legal description of the property area affected by this petition is:

Sections 12, 13, 24, 25 and 36 of Township 54 North, Range 5 West,

and

Sections 7, 8, 9, 16, 17, 18, 19, 20, 21, 28, 29, 30, 31, 32, 33 and 35 of Township 54 North, Range 4 West.

4. The most recent information available from the respective county assessors' offices indicates the assessed value of the properties within this proposed area is \$25,699,357, while the assessed value of all taxable properties presently within the boundaries of District 83 and District 272 is \$865,246,064 and \$1,341,620,287, respectively. The participants in this administrative action agree that assessed property values, especially in District 272, are now significantly higher than stated due to overall growth and appreciation in real estate values, but an estimate of the magnitude of that difference was not offered. Using the most recent figures available, the assessed value of the area proposed for excision/annexation comprises approximately 3% of the total assessed value of the taxable property base in District 83.

5. District 83 and 272 representatives stated during the public hearings that their districts have taken no formal position supporting or opposing the excision/annexation action sought by the petitioner, and district representatives agreed that the ultimate decision regarding this action should be presented to the voters for expression of their desires. While this matter was pending before the hearing officer, the Board of District 272 met to discuss this proposal and consider the statements that were made during the public hearings. In a letter to the SDE dated August 16, 2005, the Board was now "strongly opposed" to the petition based on the District's estimate that the Spirit Lake Elementary School will be at full capacity this fall and the expectation that Timberlake Junior High School would reach full capacity in the near future.

6. The school districts estimate that approximately 100 students currently reside in the proposed excision/annexation area and that approximately 60 of the children are elementary-level students. The number of students may actually be somewhat higher if children who are attending private schools, being home-schooled, have recently moved into the area or otherwise

4. **FINDINGS OF FACT AND RECOMMENDATION**

have not been previously included in the most recent census are now considered. The hearing officer takes notice that the area of northern Kootenai and southern Bonner Counties is an area characterized by rapid home-building and population growth. Evidence was presented during the public hearings that a number of large subdivisions are planned for the southern Bonner County area and that this planned building activity will add hundreds of new homes to this general area in the near future. The evidence was not clear where, exactly, these subdivisions are planned to be built. The hearing officer nevertheless finds that the present estimate of 100 affected children is conservative and the actual number of children who will be affected by this action in the near time frame is likely to be significantly higher.

7. If the excision/annexation request is ultimately approved, the Spirit Lake Elementary, and the Timberlake Junior and Senior High, Schools in District 272 will be most directly affected by the increase of student population. District 272 administrators presently estimate that 370 children will begin school at Spirit Lake Elementary School in the fall of 2005 even though the school was designed to accommodate 340 students. District officials further estimate that 300 students will begin school at the junior high school and 550 will attend the senior high school this fall. The design capacities for these two schools is 360 and 720 students, respectively. If this petition is approved District 272 may likely be required to add "portable" facilities to accommodate the growth in elementary school children in particular. District officials stated that portable classrooms have not been favored in the past because the comfort and educational experience of the children who must use these temporary facilities do not rise to the same level as teaching in permanent structures. District 272 officials may be required to bus children to other schools within the district that are not necessarily the closest school to the children's homes to distribute student populations within the existing school facilities. Bus rides of up to one hour one way to or from school would not be unusual and the quality of public roads in District 272 is comparable to the quality of public roads in District 83.

8. District 83 presently has no bonded indebtedness, and ultimate approval of the petition would have no immediate or apparent affect on that status. District representatives stated, however, that approval of the petition would require the district to manage the loss of some \$600,000 in annual revenue. Reduction of funding would likely require a reduction in district staff and/or district-sponsored activities and some possible increase in the financial burden borne by the remainder of the residents of the school district. The district's greatest

5. FINDINGS OF FACT AND RECOMMENDATION

concern was that any change in district boundaries should not be exercised until after the completion of the 2005-2006 school year because staffing levels, programs and employment contracts have been established for the coming school year. District 83 Board members and administrators have been discussing the possible need for additional school facilities in the Blanchard, Idaho, area to accommodate the actual and anticipated population growth in southern Bonner County. The inference is drawn that the impetus and momentum to formally consider this action grows stronger by every passing year. Should the District 83 Board determine that a school facility in the Blanchard area is necessary and supportable by the student population, an operational school building is still years from realization. However, a school of adequate size in the Blanchard area would accommodate the needs of the children and parents in the proposed annexation area as well as, or arguably better than, re-drawing the district boundaries as requested in this action.

9. The best interests of *all* the children who may be affected by this proposed change cannot be stated with universal certainty. The children who reside in the proposed annexation area live between 20 and 25 miles from the schools they presently attend in the Priest River, Idaho, area, while the distance to schools in the Spirit Lake, Idaho, area is closer to the 3 to 5 mile range. The bus ride to attend school in Priest River typically takes between 60 to 70 minutes each way in good weather. The hearing officer takes notice that this area of the state is locally known as the "Ice Box" and road conditions in the winter months are frequently treacherous. In the winter months children get on the school bus in the dark and may arrive home in the gathering twilight. Some children take flashlights to negotiate the walk to and from the school bus stop. Some children experience some level of discomfort if they must wait a considerable period of time to use a restroom either at school or home, and experience embarrassment if the length of the ride exceeds their bladder capacities. Children sometimes misbehave when they are bored, as may be the case on a long bus ride. Time spent riding a bus could be better spent on academic, extra-curricular or other personal pursuits. If the choice is clearly drawn between a bus ride of 70 minutes and a ride of, perhaps, 10 minutes, the interests of children are generally best served by spending less time waiting for or riding in a bus. These concerns are most apparent for the youngest of the children, and for those children who may experience some physical, psychological or developmental impairment. The enhanced interests of reducing the time spent riding a bus is, however, diminished or negated if these same students

6. FINDINGS OF FACT AND RECOMMENDATION

must trade a brick-and-mortar school building for portable classrooms or face a similarly long and treacherous bus ride within the boundaries of District 272.

10. While young or impaired children may be best served by attending school closer to their homes, there are students within this proposed area who have attended school in the Priest River area for all of their academic lives. These students, now in or approaching high school, have developed friendships or romances, are engaged in sports or other extra-circular activities or may have secured after-school employment while attending schools in Priest River. Requiring these students to change school districts when graduation is within sight may be disruptive to their lives and that disruption is not necessarily in their best interests. On the other hand, if these older students are better able to participate in after-school activities as residents of District 272 and/or their parents are better able to support their children's pursuits at a closer school, the best interests of these older students may also be better served by attending school in District 272.

11. There was some significant comment offered during the public hearings that the separation of Districts 272 and 83 at the Kootenai/Bonner County boundary line has been in place for a considerable period of time, and that individuals who have moved to Bonner County were aware, or with reasonable inquiry could have become aware, of the school district in which their children would attend. A fair number of individuals who attended the public hearings were attracted to reside in Bonner County by the lower level of overall taxation. Some opponents of the petition stated that approval of the petition will have the effect of punishing individuals who researched their school district before purchasing property and, conversely, rewarding individuals who moved to Bonner County without first adequately investigating the school district boundaries in which they reside. Currently, school taxes in District 272 are greater than school taxes in District 83 in the approximate amount of \$2.00 per thousand dollars of assessed value. Property valuation and levy rates are periodically adjusted by the appropriate taxing authorities, and this difference in tax rate between the two districts is not necessarily a permanent difference.

12. There was some comment that any changes in district boundaries might be better designed than the changes that have been proposed by this petition. For example, Section 35 is separated from the 20 other sections that comprise the balance of the proposed area. Section 35 is characterized by a high percentage of privately maintained roads that may not allow or

7. **FINDINGS OF FACT AND RECOMMENDATION**

accommodate school buses to transport children who reside in this area. The condition of roads in this section may necessitate designation of some or all of this section as a "non-transportation" zone by District 272. In that event, some of the potential benefits of annexation into District 272 are diminished. If the petition is approved District 83 would still be required to send buses to transport children who reside in the general area surrounding the excised area and District 272 would send buses into southern Bonner County to transport students who were formally District 83 students. It is likely that both districts' buses will be driving through the area proposed for excision/annexation to reach the students that they must transport. In that regard, there would be no readily apparent efficiencies for the school districts gained by modifying the boundaries in the proposed manner and would more likely result in some overlap of transportation routes. With the seemingly inevitable population growth that will characterize the southern Bonner/northern Kootenai County area in the near time horizon some individuals present at the public hearings suggest that consideration of changes in district boundaries should be approached with a more holistic view to plan for the changes that will certainly occur.

13. Additionally, there was some comment offered that residents of the proposed area are more closely associated with the Spirit Lake community than the Priest River community and that their inclusion into the Lakeland Joint School District would only strengthen those community ties. A reasonable inference can be drawn that residents of the proposed annexation area would be more likely to shop for basic needs in the Spirit Lake area rather than drive to Priest River for those same basic necessities. However, there was evidence presented that the Spirit Lake area possesses some attributes of a "bedroom community" for the greater Coeur d'Alene, Idaho, and Spokane, Washington, communities. To the extent that that characterization is accurate, some individuals who presently do, or will later, reside in the proposed excision/annexation area are more likely to be closely associated with these larger communities through employment, school, religious or civic affiliations than either the Spirit Lake or Priest River communities. Generally, though, the hearing officer would agree that individuals who reside in the Spirit Lake area are more closely tied to that community and that their children's ties to their local community would more likely be supported and enhanced if they attended a school closer to their homes.

C. RECOMMENDATION.

8. FINDINGS OF FACT AND RECOMMENDATION

The criteria outlined in SDE rules³ requires consideration of, essentially, three factors: the "best interests" of the children potentially affected by the petition, the financial impact on the school district losing a property tax base, and, thirdly, the impact on the school district and general community that is expanding its boundary. There is no indication in statute or rule that these factors should necessarily be balanced or weighted in any particular fashion.

As stated above, the best interests of all of the children affected by this petition is not clearly and universally enhanced by the proposed modification of the school district boundaries. Certainly, students could better use their time doing something other than waiting for, or riding on, a school bus. Less time spent in transit may offer more time for completion of homework and participation in other appropriate activities. The roads are sometimes difficult in this area and there are bona fide concerns for the safety of the children who must travel a considerable distance to and from school. Children who attend school closer to their home have greater opportunities to participate in school-related, after-hour activities, and their parents may find greater opportunities to support their children's activities if their children's school is closer to home. The best interests of younger children who might spend less time waiting and in transit are partially counter-balanced by the disruption that older students might experience when their longer-standing ties with the schools that they have attended in Priest Lake are severed.

There is no disagreement that the Spirit Lake Elementary School will be over capacity when school opens in the fall just from the students who presently reside in District 272. District 272 administrators believe that the Timberlake Junior High School will be at full capacity in the near future. The further addition of elementary and junior high school level children who reside in the proposed annexation area will only serve to magnify and accelerate the problem of over capacity. There is a trade-off between less exposure to dangers by less time spent on the roadways and receiving an education in temporary, over-crowded facilities. *If* District 272 administrators determine that intra-district bussing is necessary to equalize student populations between the district's present school buildings, children in the proposed annexation area may again be riding a bus for an hour each way and facing the same safety risks that accompanied the bus ride to and from Priest River.

The reduction of 3% of its taxable income base and the loss of some \$600,000 in annual

³ See IDAPA 08.02.01.050.

9. FINDINGS OF FACT AND RECOMMENDATION

revenue is significant to District 83. It appears to the hearing officer that the District can manage these losses if sufficient planning time is permitted before any change occurs. District 272 has, seemingly, managed to accommodate the rapid population growth in large measure because district residents have been willing to support the building of new schools in the district with increased tax payments. The northern Kootenai and southern Bonner County area is growing and changing quite rapidly, and seemingly every level of government that must provide public services to its constituents is experiencing growth pains associated with that reality.

The boundary between Districts 272 and 83 at the county line has been in place for a lengthy period of time. A change in the district boundary as presently proposed is not likely to result in a stable and knowable boundary for a substantial period of time due to the growth that will occur. To the extent that some Bonner County residents were confused about the school district in which they reside, modification of the district boundaries as proposed will increase that confusion because the proposed boundary follows no physically apparent path. The hearing officer observes that there is merit to the suggestion that any proposed changes in school district boundaries in this general area should be approached with a wider lens and with due consideration of population and social changes that appear inevitable.

In summary, the best interests of all children who presently reside in the proposed excision/annexation area will not be universally enhanced by approval of this petition. District 272 is coping with growth in that district as the boundaries are presently drawn, and District 272 is not presently able to easily absorb additional students into its present facilities who are residing in the proposed annexation area. A change in the district boundaries as presently envisioned is not likely to result in a stable and readily apparent boundary into the foreseeable future. Even though 93 confirmed electors residing in Section 04 West have joined the petition and considerable effort has been expended to move this petition forward, the hearing officer, respectfully, does not recommend that the petition be approved at the present time.

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D. NOTICE.

Pursuant to IDAPA 04.11.01.720, the parties are advised:

a. This is a recommended order of the hearing officer. It will not become final without action of the agency head. Any party may file a petition for reconsideration of this recommended order with the hearing officer issuing the order within fourteen (14) days of the service date of this order. The hearing officer issuing this recommended order will dispose of any petition for reconsideration within twenty-one (21) days of its receipt, or the petition will be considered denied by operation of law. See Section 67-5243(3), Idaho Code.

(7-1-93)

b. Within twenty-one (21) days after (a) the service date of this recommended order, (b) the service date of a denial of a petition for reconsideration from this recommended order, or (c) the failure within twenty-one (21) days to grant or deny a petition for reconsideration from this recommended order, any party may in writing support or take exceptions to any part of this recommended order and file briefs in support of the party's position on any issue in the proceeding.

(7-1-93)

c. Written briefs in support of or taking exceptions to the recommended order shall be filed with the agency head (or designee of the agency head). Opposing parties shall have twenty-one (21) days to respond. The agency head or designee may schedule oral argument in the matter before issuing a final order. The agency head or designee will issue a final order within fifty-six (56) days of receipt of the written briefs or oral argument, whichever is later, unless waived by the parties or for good cause shown. The agency head (or designee of the agency head) may remand the matter for further evidentiary hearings if further factual development of the record is necessary before issuing a final order.

(7-1-93)

Respectfully submitted this 22nd day of August, 2005.

Edward C. Lockwood
Attorney at Law

CERTIFICATE OF MAILING

I hereby certify that a true and correct copy of the foregoing Findings of Fact and Recommendation was forwarded to the following parties by the method stated below on August 22, 2005.

FIRST CLASS MAIL, postage pre-paid:

Ms. Tonya Reed
P.O. Box 392
Spirit Lake, ID 83869

Mr. Charles Kinsey, Superintendent
Lakeland Joint School District #272
15506 North Washington Street
P.O. Box 39
Rathdrum, Idaho 83858

Mr. Tony Feldhausen, Superintendent
West Bonner County School District No. 83
119 S. Main Street
P.O. Box 2531
Priest River, ID 83856

Ms. Deb Stage, Program Information Coordinator
Facilities & Boundaries
Idaho Department of Education
P.O. Box 83720
Boise, ID 83720-0027

Olive Allison

H. SUBJECT:

**Proposed Administrative Rule Amendment to 08.02.03.128.01:
Curricular Materials Selections: Subject Areas – Adoption Cycle
Change and Addition of Limited English Proficiency**

BACKGROUND:

According to IDAPA 08.02.03.128.01, the State Board of Education adopts curricular materials on a five (5) year adoption cycle for the following subject areas: reading, English, spelling, journalism, foreign languages, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, and driver education.

DISCUSSION:

The State Department of Education recommends that Idaho’s adoption cycle be extended to a six (6) year cycle to align Idaho’s adoption cycle to the cycles of larger states. This would provide Idaho teachers and students with the most current publications of curricular materials. Fifteen (15) of the twenty-two (22) states that adopt curricular materials adopt on a six (6) year adoption cycle. The Department also recommends adding limited English proficiency to the listing of adoption subject areas.

RECOMMENDATION:

To approve the recommended to a six (6) year adoption cycle for curricular materials, and the addition of limited English proficiency to the adoption subject area listing.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed administrative rule amendment requested by the State Department of Education as submitted and specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENT:

1. IDAPA 08.02.03.128.01 - Proposed Rule Amendment

**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

128. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE).

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (3-20-04)

01. Subject Areas. Curricular materials are adopted by the State Board of Education for a period of ~~five (5)~~ six (6) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education, limited English proficiency. ~~(4-5-00)~~()

I. SUBJECT:

Proposed Rule Amendment to IDAPA 08.02.02.004.01: Incorporated by Reference - Revisions to the Idaho Standards for Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts (Visual Arts, Music, and Drama)

BACKGROUND:

State standards are the basis for the state approval of teacher preparation programs. Programs must provide evidence that their candidates meet the standards (Praxis II scores, student work samples, coursework products, etc.). Additionally, standards are essential for meeting No Child Left Behind requirements for highly qualified teachers. Standards are also required for Idaho to maintain a partnership with National Council for the Accreditation of Teacher Education (NCATE), the organization that evaluates the state's public teacher preparation programs.

Prior to 2000, the standards used by the state were the input-based standards from the National Association of State Directors of Teacher Education and Certification (NASDTEC), which have since been discontinued. To ensure that the state has appropriate teacher standards and to maintain a partnership with the NCATE, in 1999 the Idaho State Board of Education charged Idaho's MOST with developing performance-based standards that aligned with Idaho K-12 student standards and professional organization standards. This process was completed with State Board and legislative approvals (2000 and 2001 respectively). At that time standards maintenance was described as an ongoing process. Feedback from recent state teacher preparation program reviews and educational reforms confirm the need to periodically review/revise the standards.

DISCUSSION:

The Professional Standards Commission (PSC) is responsible for maintaining the standards (Idaho Code § 33-1258). To meet this obligation, the PSC is committed to reviewing 20 per cent of the Idaho Standards for Initial Certification of Professional School Personnel per year, as delineated in the PSC's strategic plan.

The Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts (Visual Arts, Music, and Drama) Standards are the standards that were reviewed in 2004-2005. Teams of experts in these areas, including K-12 teachers and college/university educators, reviewed and recommended revisions to the above listed standards.

The PSC held public hearings on September 12, 2005, and September 21, 2005, to collect public comment. The 21-day public comment period ended September 28, 2005. There were no public comments on the proposed rule; therefore, no revisions were made in the rule that was approved by the State Board of Education in a first reading in June 2005. On September 30, 2005, PSC approved the rule to advance to the State Board of Education for action at its October 17-18, 2005 meeting.

Once approved by the State Board of Education and the State Legislature, the revised Idaho Standards for Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts (Visual Arts, Music, and Drama) Teachers will take effect on state evaluations of Idaho teacher preparation programs two (2) years after their approval (IDAPA 08.02.02.100.01).

RECOMMENDATION:

To approve the revised Idaho Standards for Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, And Visual-Performing Arts (Visual Arts, Music, and Drama).

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed rule amendment to IDAPA 08.02.02.004.01: Incorporated by Reference - Revisions to the Idaho Standards for Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts (Visual Arts, Music, and Drama), as requested and submitted by the Professional Standards Commission, and as specifically defined in Attachments 1 - 2. Moved by _____, seconded by _____ and carried.

ATTACHEMENTS:

1. IDAPA 08.02.02.004.01: Incorporated by Reference - Revisions to the Idaho Standards for Initial Certification of Professional School Personnel
2. Idaho Standards for the Initial Certification of Professional School Personnel: Elementary, Mathematics, English Language Arts, Foreign Language, and Visual-Performing Arts (Visual Arts, Music, and Drama)

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates into its rules: (4-5-00)

01. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved ~~on~~in June ~~2004~~2005. (~~4-6-05~~)()

02. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at <http://www.idahoboardofed.org>. (3-16-04)

03. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on August 13, 2004. (4-6-05)

04. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (7-1-02)

05. Incorporated Document. The Idaho Standards for Public School Driver Education and Training as approved on August 13, 2004. (4-6-05)

06. Document Availability. The Idaho Standards for Public School Driver Education and Training are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (5-3-03)

07. Incorporated Document. The Idaho Standards for Commercial Driving Schools as approved on March 10, 2005. (3-10-05)

08. Document Availability. The Idaho Standards for Commercial Driving Schools is available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. (3-14-05)

Idaho Standards for Elementary Education Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Elementary Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
3. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences as well as the applications of science to technology, personal and social perspectives, history, unifying concepts, and inquiry processes scientists use in the discovery of new knowledge.
4. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data.
5. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students’ abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

6. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
7. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well being in order to create opportunities for developing and practicing skills that contribute to healthful living.
8. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.
9. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.
10. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Disposition

1. The teacher recognizes the importance of a school community in which respect, honesty, caring, and responsibility are cultivated.

Performance

1. The teacher models the accurate use of English language arts.
2. The teacher demonstrates competence in English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.
3. The teacher conceptualizes, develops, and implements a balanced curriculum that includes English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.
4. The teacher models respect, honesty, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how learning occurs and that young children's and early adolescents' literacy and language development influence learning and instructional decisions.

Standard 3: ~~Adapting~~ Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Mathematics Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Mathematics Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non-Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics and data analysis (e.g., random variable, distribution functions, and probability).

Disposition

1. The teacher appreciates the historical, cultural, and current development of mathematical thought.
2. The teacher appreciates the importance of coherent and logical development of students' mathematical knowledge.
3. The teacher recognizes how students construct their own knowledge of mathematics.

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies concepts of number, number theory, and number systems.
3. The teacher uses numerical computation and estimation techniques and applies them to algebraic expressions.
4. The teacher applies the process of measurement to two- and three-dimensional objects using customary and metric units.
5. The teacher uses descriptive and inferential statistics to analyze data, make predictions, and make decisions.
6. The teacher uses concepts and applications of graph theory, recurrence relations, matrices, and combinatorics.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to formulate and pose problems, how to access a large repertoire of problem-solving strategies, and how to use problem-solving approaches to investigate and understand mathematics.
2. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
3. The teacher knows how to frame mathematical questions and conjectures.
4. The teacher knows how to make mathematical language meaningful to students.
5. The teacher understands inquiry-based learning in mathematics.
6. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).

7. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software).

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Disposition

1. The teacher recognizes that struggling with mathematical problems, making false starts, and rejecting hypotheses are part of the problem-solving process.
2. The teacher appreciates the power of communication and representation for learning mathematical ideas.
3. The teacher appreciates the power of an appropriate balance of conceptual knowledge and computational skills.

Performance

1. The teacher formulates and poses problems, uses different strategies to solve problems to verify and interpret results, and uses problem-solving approaches to investigate and understand mathematics.
2. The teacher uses both formal proofs and intuitive, informal exploration.
3. The teacher develops students' use of standard mathematical terms, notations, and symbols.
4. The teacher communicates mathematics through the use of a variety of representations.
5. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses, and use appropriate mathematical representations.
6. The teacher uses technology appropriately to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Disposition

1. The teacher is committed to valuing students' reasoning and use of alternative representations and algorithms.

Performance

1. The teacher assesses students' mathematical reasoning.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands mathematical modeling as a way to understand the world (e.g., in natural science, social science, business, and engineering).
4. The teacher understands the relationship between geometric concepts and real-life constructs.

Disposition

1. The teacher recognizes the critical linkages between mathematics and other fields.

Performance

1. The teacher uses mathematical modeling to solve problems from fields such as natural science, social science, business, and engineering.
2. The teacher uses geometric concepts and relationships to describe and model mathematical ideas and real-life constructs.
3. The teacher uses algebra to describe patterns, relations, and functions in meaningful contexts.

Idaho Standards for English Language Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above.

Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the English Language Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.
2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.
3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).
5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.
6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.
7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.
8. The teacher understands the social and historical implications of print and nonprint media.
9. The teacher understands the history of the English language.

10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.
11. The teacher understands reading as a developmental process.
12. The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.
13. The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.
14. The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.
15. The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.

Disposition

1. The teacher is sensitive to the connections between the components of the language arts curriculum.
2. The teacher recognizes the importance of a variety of print and nonprint media and their implications.

3. The teacher appreciates literature and is committed to conveying the passion and excitement of literature to students.

4. The teacher recognizes the importance of the reading process.
5. The teacher appreciates the skill of writing, including content, context, word choice, syntax, transition, and style.

Performance

1. The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.
2. The teacher integrates reading, writing, speaking, listening, viewing, and language study.
3. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.

4. The teacher instructs students on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.
5. The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.
6. The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.
7. The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.
8. The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.
9. The teacher demonstrates the writing process as a recursive and developmental process.
- 10.
- 11.
- 12.

Standard 2: Knowledge of Human Development and Learning -The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.

Disposition

1. The teacher appreciates individual variations in reading, writing, listening, viewing, and speaking.

Performance

1. The teacher identifies and plans for developmental stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.
2. The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.

Standard 3: Modifying Instruction for Individual Needs -- The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies -The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, and brainstorming).
2. The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.
3. The teacher is familiar with a variety of strategies for promoting student growth in writing.

Disposition

1. The teacher recognizes the significance of the range of reading and writing levels within a single class and is committed to accommodating individual abilities.
2. The teacher appreciates literary texts as sources of intellectual, emotional, and aesthetic experiences from which individual readers create meaning.
3. The teacher appreciates the importance of writing as a process of discovery and creation of meaning.
4. The teacher is sensitive to multicultural and global experiences in reading, writing, speaking, listening, and viewing.

Performance

1. The teacher effectively uses comprehension strategies-
2. The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.
3. The teacher monitors and adjusts strategies in response to individual literacy levels.
4. The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.
5. The teacher uses students' creations and responses as part of the instructional program.

6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).
7. The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.
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8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).

Disposition

1. The teacher appreciates the limitations of using a single assessment tool, such as a standardized achievement score, to evaluate students' language arts performance or potential.

Performance

1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Disposition

1. The teacher enjoys reading a wide variety of literary and nonliterary texts for personal and professional growth and satisfaction.
2. The teacher appreciates the power of words and literacy.

Performance

1. The teacher engages in reading and writing for professional growth and satisfaction.
2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Foreign Language Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Foreign Language Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the target language and understands the culture(s) in which the language is used.
2. The teacher understands key linguistic structures particular to the target language and the way(s) in which they compare to English communication patterns.
3. The teacher knows the history and literature of the target culture(s).
4. The teacher knows the current social, political, and economic realities of the countries related to the target language.
5. The teacher knows the commonly held stereotypes of the target culture(s).
6. The teacher understands the impact of the target language and culture(s) on American society.
7. The teacher knows the similarities and differences between the students’ culture(s) and the target culture(s).
8. The teacher understands the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for listening, speaking, reading, writing, and culture.

Disposition

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1. The teacher enjoys the study of languages and appreciates the differences and similarities among various languages and cultures.
2. The teacher appreciates the contributions of other cultures to the American culture.
3. The teacher appreciates the function of grammar as a means to better communication rather than an end in itself.
4. The teacher appreciates the importance of performing at the Advanced Level of the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.
5. The teacher appreciates that language acquisition is a life-long endeavor and recognizes the need to maintain and improve language proficiency.
6. The teacher appreciates the evolution of foreign language education in the United States and the rationale for various foreign language programs.

Performance

1. The teacher incorporates listening, speaking, reading, writing, and culture into instruction.
2. The teacher articulates the value of foreign language learning to students, educators, and the community.
3. The teacher uses the target language extensively in formal, informal, and conversational contexts and encourages the students to do so.
4. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
5. The teacher systematically incorporates culture into instruction.
6. The teacher incorporates discussions of the target culture's contributions to the students' culture.
7. The teacher encourages students to understand that culture and language are intrinsically tied.

The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency. ***Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.***

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.
2. The teacher understands that the development of cultural knowledge is essential for second language acquisition.
3. The teacher understands how to create an instructional environment that encourages students to take the risks necessary for successful language learning.

Disposition

1. The teacher recognizes that all students, having learned a first language, have the potential to learn another language with appropriate learning experiences.
2. The teacher appreciates the fact that knowing another language helps the students to better understand their own language and culture.
3. The teacher is committed to ensuring that students are provided with experiences from one level to the next that are sequential, long-range, and continuous.

Performance

1. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, and other factors play a role in how individuals perceive and relate to their own culture and that of others.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences. .

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands that foreign language methodology continues to change.

Performance

1. The teacher uses a variety of instructional strategies to enhance students' understanding of the target language and culture.

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom

Standard 7: Instructional Planning Skills -The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Disposition

1. The teacher is committed to incorporating the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher understands the need to assess progress in the five language acquisition skills (listening, speaking, reading, writing, and culture).

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.
2. The teacher employs a variety of ways of assessing the five language skill areas.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher knows about career and other opportunities available to students proficient in a foreign language.
2. The teacher is aware of opportunities for students and teachers to communicate with native speakers.

Disposition

1. The teacher is committed to promoting the use of foreign language for lifelong personal enjoyment and intellectual development.

Performance

1. The teacher informs students of career and other opportunities available to students proficient in a foreign language.
2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.
3. The teacher encourages students to participate in community experiences related to the target culture.

Idaho Foundation Standards for Visual and Performing Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Visual-Performing Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structure of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has an understanding of the history and foundation of arts education.
2. The teacher has a thorough understanding of the processes and content of the arts discipline being taught.
3. The teacher understands the interrelations among the arts disciplines.
4. The teacher understands how the arts enhance what is taught across the curricula.
5. The teacher understands how to interpret, critique, and evaluate the arts discipline being taught.
6. The teacher knows the cultural and historical contexts surrounding works of art.
7. The teacher understands that the arts communicate, challenge, and influence cultural and societal values.
8. The teacher understands the aesthetic and artistic purposes of the arts.
9. The teacher understands how to explore philosophical and ethical issues related to the arts.
10. The teacher understands that the arts involve a variety of perspectives and viewpoints (e.g., formalist, feminist, social, and political).
11. The teacher knows about the multiple contexts in which the arts exist, including traditional and alternative settings.

12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

Disposition

1. The teacher recognizes the importance of being involved in and enriched by the arts.
2. The teacher recognizes that the creation, study, and performance of the arts represent opportunities to explore and learn about traditional, popular, folk, and contemporary art forms.
3. The teacher recognizes learning about the arts is a life-long endeavor and a valuable component of the human experience.
4. The teacher recognizes the creation, history, criticism, performance, and aesthetics of the arts as integrated components of education.
5. The teacher recognizes that a broad experiential knowledge in his or her art discipline is essential in helping students understand various approaches to that discipline.
6. The teacher recognizes how his or her art discipline relates to the lives of students and the educational community in which he or she teaches.
7. The teacher recognizes technical proficiency as a foundation for creative expression for students.
8. The teacher recognizes that attending and responding to art exhibits and performances are integral to the curricula.

Performance

1. The teacher provides students with a knowledge base of historical, critical, performance, and aesthetic concepts.
2. The teacher helps students create, understand, and become involved in the arts relevant to students' interests and experiences.
3. The teacher demonstrates technical and expressive proficiency in the particular arts discipline being taught.
4. The teacher provides instruction to make traditional, popular, folk, and contemporary arts understandable and relevant to students.

5. The teacher instructs students in making interpretations and judgments about their own artworks and the works of other artists.

Standard 2: Knowledge of Human Development and Learning – The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs – The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies –The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher understands how to integrate kinesthetic learning into the art medium being taught.

Disposition

1. The teacher recognizes that kinesthetic learning is essential to arts education (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).

Performance

1. The teacher integrates kinesthetic learning into art instruction (e.g., Kodaly and Orff music techniques, pottery techniques, and choreography).

Standard 5: Classroom Motivation and Management Skills – The teacher understands individual and group motivation and behavior creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. The teacher understands the multiple communication techniques that are unique to the arts classrooms (e.g., combinations of nonverbal communication, performance demonstration, conducting gestures, and mime).

Disposition

1. The teacher is committed to using multiple communication techniques in the arts classroom.

Performance

1. The teacher uses multiple communication techniques simultaneously in the arts classroom.

Standard 7: Instructional Planning Skills – The teacher plans and prepares instruction based on knowledge of subject matter, subjects, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher understands that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative.

Performance

1. The teacher demonstrates that the processes and uses of the tools necessary for the communication of ideas in the arts are sequential, holistic, and cumulative.

Standard 8: Assessment of Student Learning- The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Performance

1. The teacher assesses students' learning and creative processes as well as finished products.
2. The teacher provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.
2. The teacher understands the unique relationships between the arts and their audiences.

Disposition

1. The teacher recognizes the importance of audiences when selecting and creating art exhibits and performances.

Performance

1. The teacher promotes the arts for the enhancement of the school and the community.
2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.
2. The teacher understands the use and management of performance and exhibit technologies.

Performance

1. The teacher ensures that students have the skills and knowledge necessary to accomplish art tasks safely.
2. The teacher manages the simultaneous activities that take place daily in the arts classroom.
3. The teacher operates and manages performance and exhibit technology in a safe manner.

Idaho Standards for Visual Arts Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Visual Arts Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the formal and expressive aesthetic qualities of the visual arts.
2. The teacher knows a variety of media, styles, and techniques in multiple art forms.
3. The teacher understands the historical and contemporary meanings of visual culture.

Disposition

1. The teacher recognizes the importance of the students understanding the symbolic language of visual art and culture.

Performance 1. The teacher applies the knowledge of formal and aesthetic qualities to communicate ideas in the visual arts.

2. The teacher applies a variety of media, styles, and techniques in multiple art forms.
3. The teacher instructs students in the historical and contemporary meanings of visual culture.
4. The teacher supports individual interpretation and expression in the visual arts.
5. The teacher makes reasoned and insightful selections of works of art to support teaching goals.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

1. The teacher knows how to create an instructional environment that is emotionally and intellectually safe.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows how to express his/her own feelings and values through the meaningful creation of his/her own artwork.

Disposition

1. The teacher recognizes the importance of a personal commitment to the creative process.

Performance

1. The teacher demonstrates studio skills and an understanding of their own art making processes.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Music Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Music Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands how to find and select appropriate music repertoire for various educational purposes.
2. The teacher knows representative solo, small ensemble, and large ensemble works of the past and present.
3. The teacher understands how to perform written accompaniments on a music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.
4. The teacher knows techniques in improvising, composing, and arranging music.
5. The teacher knows fundamental instrumental and pedagogical techniques to teach wind, string, and percussion instruments to beginning students in groups.
6. The teacher knows fundamental vocal and pedagogical techniques to teach effective use of the voice.
7. The teacher knows the technical and symbolic language of music.
8. The teacher understands how to evaluate music and music performance.
9. The teacher understands the acoustical challenges of presenting successful performances in various types of facilities.

Disposition

1. The teacher recognizes the importance of student involvement in improvising, composing, and arranging music.
2. The teacher appreciates that music offers a unique opportunity for students to engage in multi-tasking (e.g., singing, listening, and dancing simultaneously or playing, listening, and marching simultaneously).
3. The teacher recognizes the importance of students reading, writing, and understanding the technical and symbolic language of music.

Performance

1. The teacher demonstrates an ability to improvise, compose, and arrange in a variety of styles and settings.
2. The teacher sufficiently performs on wind, string, and percussion instruments to teach beginning students in groups.
3. The teacher demonstrates fundamental vocal and pedagogical skill to teach effective use of the voice.
4. a. The instrumental teacher demonstrates experience in instrumental solo and ensemble performances.
-or-
b. The vocal teacher demonstrates experience in vocal solo and ensemble performances.
5. a. The instrumental teacher effectively uses the singing voice for instructional purposes.
-or-
b. The vocal teacher effectively uses at least one instrument for instructional purposes.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that

encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

1. The teacher knows how to design and implement comprehensive music education opportunities in addition to traditional ensemble instruction (e.g., music appreciation, theory, history, and specialized ensembles such as madrigals, jazz choir, jazz band, and pep band).
2. The teacher understands the planning skills inherent in teaching and managing performances in various environments.

Disposition

1. The teacher recognizes that a comprehensive music education program includes student access to music appreciation, theory, and history.

Performance

1. The teacher designs a variety of musical learning opportunities for students (e.g., music appreciation, theory, and history).
2. The teacher modifies teaching plans based on a discriminating aural perception of in-class activities.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Performance

1. The teacher demonstrates a discriminating aural perception of student musical skills.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Idaho Standards for Drama Teachers

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge, disposition, and performance statements for the Drama Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a societal influence.
2. The teacher knows the basic theories and processes of play writing-.
3. The teacher understands the history and process of acting and its various styles.
4. The teacher understands the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound).
5. The teacher understands the theory and process of directing theater.

Disposition

1. The teacher is sensitive to the physical and emotional demands of the drama process.
2. The teacher appreciates theater as a means to educate and challenge as well as to entertain.

Performance

1. The teacher incorporates various styles of acting and production techniques to communicate the ideas of actors, playwrights, and directors.
2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

J. SUBJECT:

Withdrawal of Proposed Rule Amendment to IDAPA 08.02.02.020.01: Standard Secondary Certificate Professional Education Core Requirements - Reading in the Content Area

BACKGROUND:

Reading in the content area has been a requirement at Idaho's higher education institutions since the early 1980s. Current rule states the requirement as "three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area".

DISCUSSION:

The PSC held public hearings on September 12, 2005, and September 21, 2005, to collect public comment. The 21-day public comment period ended September 28, 2005. Public comments from the hearings and those submitted in writing expressed significant opposition to changing the current rule. Comments focused on the need to maintain the current requirement because of the importance of teaching content literacy to students for their academic success. Reading in the content area is a more relevant requirement for teachers now than in the past because of No Child Left Behind and state requirements for high school students. To meet ISAT goals, some school districts are holding all of their teachers accountable for helping students with their content literacy skills. Teachers need to know how to work with pre, during, and post reading strategies. Additionally, students with learning challenges (disabilities or English language learners) need teachers who are knowledgeable about literacy.

Therefore, the Professional Standards Commission voted to remove Proposed Rule Amendment to IDAPA 08.02.02.020.01: Standard Secondary Certificate Professional Education Core Requirements - Reading in the Content Area from the docket of rules sent to the State Board of Education for action and to maintain the current rule.

RECOMMENDATION:

The Professional Standards Commissions recommends that the proposed rule for a secondary certificate for reading in the content area (IDAPA

08.02.02.020.01) be removed from the docket of rules for the 2006 legislative session.

BOARD ACTION:

This item is for information purposes only. Any action will be at the discretion of the Board.

The State Board of Education carried to approve/disapprove/table the proposed rule amendment to IDAPA 08.02.02.020.01: Standard Secondary Certificate Professional Education Core Requirements - Reading in the Content Area, as requested and submitted by the Professional Standards Commission and as specifically defined in Attachment 1. Moved by _____, seconded _____ by _____ and carried.

ATTACHMENTS:

1. IDAPA 08.02.02.020.01: Standard Secondary Certificate Professional Education Core Requirements: Reading in the Content Area (*current rule*)

020. STANDARD SECONDARY CERTIFICATE.

A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

01. Professional Education Core Requirements. (3-16-04)

a. A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (3-16-04)

b. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

K. SUBJECT:

Proposed Rule Amendments to IDAPA 08.02.02.022.02-.11, 08.02.02.023.02-.13, 08.02.02.024.02-.16: Endorsements Requirements for Teacher Certification

BACKGROUND:

In 1999, the Idaho State Board of Education charged Idaho's MOST with developing performance-based standards that aligned with Idaho K-12 student standards and professional organization standards. This process was completed with State Board and legislative approvals (2000 and 2001 respectively). At that time standards maintenance was described as an ongoing process. Feedback from recent standards review teams of K-12 and higher education content area specialists confirmed the need to also review/revise specific teacher endorsement requirements to ensure they align with Idaho's performance-based teacher preparation standards and the needs of Idaho schools/districts/students. The No Child Left Behind and State Board highly qualified teacher requirements and Idaho K-12 student requirements also made such an endorsement review/revision process critical.

DISCUSSION:

Teams of experts in the content areas, including K-12 teachers and college/university educators, reviewed and recommended revisions to the endorsement requirements. The teams also suggested certain endorsements be eliminated since very few, if any, Idaho school districts offer courses in these areas and, therefore, do not hire teachers with these specific endorsements.

The Professional Standards Commission held public hearings on September 12 and September 21, 2005, to collect public comments. The 21-day public comment period ended September 28, 2005. At its September 30, 2005 meeting, the PSC reviewed the public comments and revised the requirements for the following endorsement areas: American Government/Political Science (6-12), Art (K-12 or 6-12), Foreign Language (6-12 or K-12), Geography (6-12), History (6-12), Music (6-12 or K-12), and Natural Science (6-12). Appropriate revisions included adding language to allow higher education institutions flexibility in their preparation of

teachers, maintaining through the endorsement requirements the necessary content area emphasis, adding additional essential skills/knowledge in the content area, clarifying language of requirements, removing repetitive language, and making minor editorial changes.

The PSC recommends the retention of the current Basic Mathematics endorsement. The re-authorization of the Individuals with Disabilities Education Act (IDEA) makes it essential that special education teachers be able to add endorsements to their Exceptional Child Certificates. Retaining Basic Mathematics would allow them to do so. The Basic Mathematics knowledge level is what special education teachers need to know to teach their special needs students.

The PSC recommends the retention of the current Social Studies endorsement with minor revisions to align with other proposed endorsement recommendations because the proposed rule made the endorsement requirements less rigorous than what is currently in rule.

RECOMMENDATION:

To approve the revised content area endorsement requirements, elimination of unused content area endorsements, and the retention of the current endorsement requirements for Basic Mathematics and Social Studies (with minor alignment revisions).

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed rule amendment IDAPA 08.02.02.022.02-.11, 08.02.02.023.02-.13, and 08.02.02.024.02-.16: Endorsements, as requested and submitted by the Professional Standards Commission and as specifically defined in Attachment 1. Moved by _____, seconded by _____ and carried.

ATTACHMENT:

1. Proposed Rule Amendment IDAPA 08.02.02.022.02-.11, 08.02.02.023.02-.13, and 08.02.02.024.02-.16: Endorsements

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

022. ENDORSEMENTS A - D.

01. Agriculture Science and Technology (6-12). (3-16-04)

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework as provided in Sections 034 through 038. (3-16-04)

02. American Government/Political Science (6-12).—Twenty (20) semester credit hours ~~including six (6) semester credit hours in American Government; six (6) semester credit hours in American History; three (3) semester credit hours in Comparative Government; with remaining course work taken in History or Political Science to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science.~~ Course work may include three (3) semester credit hours in World History Survey. ~~(3-16-04)(____)~~

~~**American Studies (6-12).** Twenty (20) semester credit hours in the area of American Studies. (3-16-04)~~

~~**04. Anthropology (6-12).** Twenty (20) semester credit hours in the area of Anthropology. (3-16-04)~~

0503. Art (K-12 or 6-12). Twenty (20) semester credit hours in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. ~~(3-16-04)(____)~~

~~**06. Arts and Crafts (6-12).** Twenty (20) semester credit hours to include coursework in four (4) of the following areas: woodworking; plastics; metal art; graphic art; ceramics; leather work; or drafting. (3-16-04)~~

0704. Bilingual Education (K-12). Twenty (20) semester credit hours to include six (6) upper division credits in Modern Languages; three (3) semester credit hours in Cultural Diversity in the target language and/or in cross-cultural or multi-cultural course work; seven (7) semester credit hours in English as a Second Language, which shall include three (3) semester credit hours in Methodology and one (1) semester credit hour in Bilingual Practicum or Field Experience, with remaining credit hours in foundations, applied linguistics, testing, or bilingual education. Additionally, no more than five (5) semester credit hours of workshop credit will be accepted for this endorsement. (3-16-04)

0805. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

0906. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Intermediate or Advanced Keyboarding; Accounting; and Business/Office Procedures. (3-16-04)

- b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)
- 1407. Chemistry (6-12).** Twenty (20) semester credit hours in the area of Chemistry. (3-16-04)
- 1408. Communication (6-12).** Follow one (1) of the following options: (3-16-04)
- a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)
- b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (3-16-04)
- 1409. Communications/Drama (6-12).** Twenty (20) semester credit hours including a minimum of six (6) credit hours in each of the following areas: Communications and Drama. (3-16-04)
- ~~13. — Consumer Economics (6-12). Hold an endorsement in Agricultural Science and Technology; Family and Consumer Sciences; Social Studies; Business Technology Education; or Marketing Technology Education and have at least six (6) semester credit hours in Economics and three (3) semester credit hours in a course designed for the average consumer. (3-16-04)~~
- ~~14. — Drafting (6-12). Twenty (20) semester credit hours in the area of Drafting. (3-16-04)~~
- 1510. Dramatics (6-12).** Follow one (1) of the following options:
- a. Twenty (20) semester credit hours, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. (3-16-04)(____)
- b. Possess an endorsement in English plus a minimum of six (6) semester credit hours in Drama or Theater Arts nine (9) semester credit hours including course work in each of the following: Acting, Directing, and Technical Stage Production. (3-16-04)(____)
- 1611. Driver Education (6-12).** Two (2) semester credit hours in Basic Driver Education for Teachers and two (2) semester credit hours in any of the following: Advanced Driver Education; Driver Simulation Education; Traffic Engineering; General Safety Education; or Highway Transportation. Additionally, an individual must have three (3) years of satisfactory driving experience immediately prior to endorsement as verified by the Motor Vehicle Division of the State Department of Transportation. (3-16-04)

023. ENDORSEMENTS E - L.

- 01. Earth Science (6-12).** Twenty (20) semester credit hours including course work in each of the following: Earth Science; Astronomy; and Geology. (3-16-04)(____)
- 02. Economics (6-12).** Twenty (20) semester credit hours ~~in the area of Economics to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education.~~ (3-16-04)(____)

03. Education Media Generalist (K-12). Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of fifteen (15) credit hours of course work distributed among each of the following: Material Selection/Collection Development; Literature for Youth; Organization/Administration of Educational Materials; Library Automation/Information Technology Research Methods. (3-16-04)

04. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)

05. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include four (4) semester credit hours in Modern Languages; three (3) semester credit hours in Cultural Diversity; three (3) semester credit hours in ESL Methods; three (3) semester credit hours in Philosophical Foundations, Theory, Testing/ Identification of Limited English Proficient Students OR Applied Linguistics in ESL; one (1) semester credit in ESL Practicum or Field Experience; and three (3) semester credit hours in an ESL related elective. Additionally, no more than five (5) semester credits of workshop will be accepted for this endorsement. (3-16-04)

06. Family and Consumer Science (6-12). (3-16-04)

a. Thirty (30) semester credit hours to include coursework in each of the following: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Clothing and Textiles, Cultural Dress, Fashion Merchandising, or Design Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04)

b. Occupational Teacher Preparation as provided in Sections 034 through 038. (3-16-04)

07. Foreign Language (6-12 or K-12). Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course.

08. Geography (6-12). Twenty (20) semester credit hours ~~in the area of Geography~~ including course work in Cultural Geography and Physical Geography and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (3-16-04)()

09. Geology (6-12). Twenty (20) semester credit hours in the area of Geology. (3-16-04)

10. Gifted and Talented (K-12). Twenty (20) semester credit hours, to include three (3) semester credits hours in each of the following: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum and Instruction for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. (3-16-04)

11. Health (6-12). Twenty (20) semester credit hours to include course work in Organization/Administration of a School Health Program; Health Science; Methods of Teaching Health; and a minimum of twelve (12) semester credit hours in at least four (4) of the following areas: Mental Health; Consumer Health; Nutrition; Human Sexuality; Aging, Death and Dying; Safety and Accident Prevention; Fitness/Wellness; Substance Use and Abuse; Disease; and Community/Environmental Health. (3-16-04)

12. History (6-12). Twenty (20) semester credit hours to include ~~at least nine (9) semester credit hours in United States History, and at least three (3) semester credit hours in American Federal Government~~ a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World

History Survey. Remaining course work must be in History or Political Science. Course work may include three (3) semester credit hours in American Government.

(3-16-04)()

13. Humanities (6-12). An endorsement in English, or History, Music, Art, Drama, or Foreign Language and twenty (20) semester credit hours, including at least six (6) semester credit hours in each of two (2) of the following: Art; Drama; English; History; Humanities; Music; Foreign Language; and Philosophy in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance.

(3-16-04)()

14. Journalism (6-12). Follow one (1) of the following options: (3-16-04)

a. Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)

b. Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)

024. ENDORSEMENTS M - Z.

01. Marketing Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; and Curriculum and Materials Marketing, with remaining credit hours in the field of business. (3-16-04)

b. Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

02. Mathematics Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours in computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)

~~**03. Mathematics Standard (6-12).** Twenty (20) semester credit hours including course work in Calculus and Analytical Geometry, with remaining course work in Mathematics. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)~~

03. Mathematics (6-12). Twenty (20) semester credit hours in Mathematics including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. ()

04. Music (6-12 or K-12). Twenty (20) semester credit hours to include coursework in the following: Theory and Harmony, Aural Skills, Music History or Appreciation; Conducting; Applied Music, Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary music methods course.

05. Natural Science (6-12). Follow one (1) of the following options: An endorsement in: Biological Science, Physical Science, Physics, Chemistry, Earth Science, Geology, or Agriculture Science and Technology. Twenty-four (24) semester credit hours are required in each endorsement area as follows:

(3-16-04)()

~~**a.** Option I: Must have an endorsement in biology, physics, chemistry, or geology, plus a minimum of twenty (20) semester credit hours to include a basic course plus a lab in each of the following areas: Biology; Physics; Chemistry; and Geology. The remaining course work may be taken from any of the following Natural~~

Science areas: Biological Sciences; Botany; Zoology; Physical Science; Earth Science; Astronomy; Oceanography; Ecology; or Limnology. (3-16-04)

~~b. Option II: Possess an endorsement in Agriculture Science & Technology and complete a minimum of twenty (20) hours of coursework to include a basic course plus a lab in the Biological Sciences; Physical Science, and Earth Science. The remaining course work may be taken in Botany, Zoology, Chemistry, Physics, Geology, Astronomy, Oceanography, Ecology, or Limnology. A passing score on the Praxis test for Natural Science is required.~~ (3-16-04)

a. Biological Science Endorsement: Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (3-16-04)()

b. Physics Endorsement: Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (3-16-04)()

c. Chemistry Endorsement: Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (3-16-04)()

d. Earth Science or Geology Endorsement: Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (3-16-04)()

e. Agriculture Science and Technology Endorsement: Minimum of four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. Remaining course work must be from the sciences: Biology, Chemistry, Earth Science or Geology, and Physics. (3-16-04)()

~~06. Philosophy (6-12). Twenty (20) semester credit hours in the area of Philosophy.~~ (3-16-04)

~~0706. Physics (6-12). Twenty (20) semester credit hours in the area of Physics.~~ (3-16-04)()

~~0807. Physical Education (PE) (6-12 or K-12). Twenty (20) semester credit hours to include course work in each of the following areas: Sport Skills; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Health; PE for Special Populations; Exercise Science; Sports Psychology or Sociology; and Movement. To obtain a Physical Education K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary PE methods course.~~ (3-16-04)

~~0908. Physical Education/Health.~~ (3-16-04)

~~1009. Physical Science (6-12). Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics.~~ (3-16-04)

~~11. Political Science. Twenty (20) semester credit hours in the area of Political Science.~~ (3-16-04)

~~1210. Psychology. Twenty (20) semester credit hours in the area of Psychology.~~ (3-16-04)

~~1311. Reading (6-12 or K-12). Twenty (20) semester credit hours in the area of reading including a minimum of fifteen (15) semester credit hours distributed among each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; and Corrective/Diagnostic/Remedial Reading. To obtain a Reading K-12 endorsement, applicants holding a Secondary Certificate must complete an elementary methods course.~~ (3-16-04)

~~1412. Social Studies (6-12). Must have an endorsement in History, Political Science-American~~

Government/Political Science, Economics, ~~Anthropology~~, Sociology, Psychology, or Geography plus a minimum of twenty (20) semester credit hours of which the following are required: a minimum of six (6) semester credit hours of general U.S. history survey; a minimum of three (3) semester credit hours of American ~~Federal~~ Government. The remaining semester credit hours must include course work from all of the following areas: World History, Geography, Economics, , Sociology, and Psychology. (~~3-16-04~~)(____)

- 1513. Sociology (6-12).** Twenty (20) semester credit hours in the area of Sociology. (3-16-04)
- 1614. Sociology/Anthropology (6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)
- 1715. Technology Education (6-12).** (3-16-04)
 - a.** Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation; and Principles of Technology. (3-16-04)
 - b.** Occupational teacher preparation as provided in Sections 034 through 038. (3-16-04)

L. SUBJECT:

Proposed Rule Amendment to 08.02.02 076: Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) and Proposed Rule Amendment to 08.02.02.077: Definitions for Use with the Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) - Language and Definition Clarifications in the Code of Ethics

BACKGROUND:

Idaho Code 33-1254 grants the Professional Standards Commission the "... authority to adopt recognized professional codes and standards of ethics, conduct and professional practices..."

The Ethics Committee of the Professional Standards Commission is charged with reviewing the Code of Ethics for Idaho Professional Educators annually to ensure that the Code meets current needs. At the April 11-12, 2005 Commission meeting, the Ethics Committee recommended several Code changes that were approved by the Commission and readied for submission to the State Board of Education for consideration.

DISCUSSION:

During the APA (Administrative Procedures Act) approval process, culminating with the approval by the 2004 Legislature, it was agreed to by the Professional Standards Commission and the Idaho Education Association that a section titled "Educator Perspective of the Code" (which is not part of the Code) would be incorporated into the body of the Code of Ethics for Idaho Professional Educators when next reviewed. Other initial changes in the Code of Ethics for Idaho Educators include clarification language.

The PSC held public hearings on September 12, 2005, and September 21, 2005, to collect public comment. The 21-day public comment period ended September 28, 2005. There were no public comments on the proposed rule. PSC approved the rule to advance to the State Board of Education for action at its October 17-18, 2005 meeting.

RECOMMENDATION:

It is recommended that the State Board of Education accept the recommendation by the Professional Standards Commission regarding clarification of the Code of Ethics for Idaho Professional Educators.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed rule amendment to 08.02.02 076: Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) and proposed rule amendment to 08.02.02.077: Definitions for Use with the Code of Ethics for Idaho Professional Educators (Sections 33-1208 and 33-1209, Idaho Code) as requested by the Professional Standards Commission. Moved by _____, seconded by _____ and carried.

ATTACHMENT:

1. Proposed Rule 08.02.02 076: Code of Ethics for Idaho Professional Educators and Proposed Rule 08.02.02.077: Definitions for Use with the Code of Ethics for Idaho Professional Educators

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

076. CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles. The Code of Ethics for Idaho Professional Educators symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct. (3-20-04)

01. Aspirations and Commitments. (3-20-04)

a. The professional educator aspires to stimulate the spirit of inquiry in students and to provide opportunities in the school setting that will help them acquire viable knowledge, skills, and understanding that will meet their needs now and in the future. (3-20-04)()

b. The professional educator provides an environment that is safe to the cognitive, physical and psychological well-being of students and provides opportunities for each student to move toward the realization of his/her goals and potential as an effective citizen. (3-20-04)()

c. The professional and this will help educator, recognizing that students need role models, will act, speak and teach in such a manner as to exemplify nondiscriminatory behavior; and encourage respect for other's cultures and beliefs. (3-20-04)()

d. The professional educator is committed to the public good and will help preserve and promote the principles of democracy. He will provide input to the local school board to assist in the board's mission of developing and implementing sound educational policy, while promoting a climate in which the exercise of professional judgment is encouraged. (3-20-04)()

e. The professional educator believes the quality of services rendered by the education profession directly influences the nation and its citizens. He strives, therefore, to establish and maintain the highest set of professional principles of behavior, to improve educational practice, and to achieve conditions that attract highly qualified persons to the profession. (3-20-04)()

f. The professional educator regards the employment agreement as a pledge to be executed in a manner consistent with the highest ideals of professional service. He believes that sound professional personal relationships with colleagues, governing boards, and community members are built upon integrity, dignity, and mutual respect. The professional educator encourages the practice of the profession only by qualified persons. (3-20-04)()

02. Principle I. A professional educator abides by all federal, state, and local laws and statutes. Unethical conduct may include the conviction of any felony or misdemeanor offense as defined by Section 18-110 and Section 18-111, Idaho Code. All infractions (traffic) as defined by Section 18-113A, Idaho Code, are excluded.

(3-20-04)

03. Principle II. A professional educator maintains a professional relationship with all students, both inside and outside the classroom. Unethical conduct includes, but is not limited to: (3-20-04)

- a. Committing any act of child abuse, including physical or emotional abuse; (3-20-04)
- b. Committing any act of cruelty to children or any act of child endangerment; (3-20-04)
- c. Committing or soliciting any sexual act from any minor or any student regardless of age; (3-20-04)
- d. Committing any act of harassment (~~e.g., sexual harassment~~) as defined by district policy; ~~(3-20-04)~~ ()
- e. Soliciting, encouraging, or consummating a romantic or inappropriate relationship (whether written, verbal, or physical) with a student, regardless of age; (3-20-04)
- f. Using inappropriate language including, but not limited to, swearing and improper sexual comments (e.g. sexual innuendoes or sexual idiomatic phrases); (3-20-04)
- g. Taking inappropriate pictures (digital, photographic, or video) of students; (3-20-04)
- h. Inappropriate contact with any minor or any student regardless of age using electronic media; ~~and~~ ~~(3-20-04)~~ ()
- i. Furnishing alcohol or illegal or unauthorized drugs to any student or allowing or encouraging a student to consume alcohol or unauthorized drugs except in a medical emergency; and ~~(3-20-04)~~ ()
- j. Conduct that is detrimental to the health or welfare of students. ()

04. Principle III. A professional educator refrains from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-04)

- a. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming illegal or unauthorized drugs; ~~(3-20-04)~~ ()
- b. Being on school premises or at any school-sponsored activity, home or away, involving students while possessing, using, or consuming alcohol; ~~(3-20-04)~~ ()
- c. Inappropriate or illegal use of prescription medications on school premises or at any school-sponsored events, home or away; ~~and~~ ~~(3-20-04)~~ ()
- d. Inappropriate or illegal use of drugs or alcohol that impairs the individual's ability to function; and ~~(3-20-04)~~ ()
- e. Possession of an illegal drug as defined in Chapter 27, Idaho Code, Uniform Controlled Substances. (3-20-04)

05. Principle IV. A professional educator exemplifies honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to: (3-20-04)

- a. Fraudulently altering or preparing materials for licensure or employment; (3-20-04)
- b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment or licensure; (3-20-04)

c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate or license from another state; (3-20-04)

d. Failure to notify the state of past criminal convictions at the time of application for licensure; (3-20-04)

e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students or personnel, including improper administration of any standardized tests (changing test answers; copying; or teaching identified test items; unauthorized reading of the test to students, etc.); ~~(3-20-04)~~(____)

f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves; (3-20-04)

g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry or investigation; and, (3-20-04)

h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues. (3-20-04)

06. Principle V. A professional educator entrusted with public funds and property honors that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes, but is not limited to: (3-20-04)

a. Misuse, or unauthorized use, of public or school-related funds or property; (3-20-04)

b. Failure to account for funds collected from students or parents; (3-20-04)

c. Submission of fraudulent requests for reimbursement of expenses or for pay; (3-20-04)

d. Co-mingling of public or school-related funds in personal bank account(s); (3-20-04)

e. Use of school computers for a private business; (3-20-04)

f. Use of school computers to deliberately view or print pornography; and, (3-20-04)

g. Deliberate use of poor budgeting or accounting practices. (3-20-04)

07. Principle VI. A professional educator maintains integrity with students, colleagues, parents, patrons, or business personnel when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes, but is not limited to: (3-20-04)

a. Unauthorized solicitation of students or parents of students to purchase equipment or supplies from the educator who will directly benefit; (3-20-04)

b. Acceptance of gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest; (3-20-04)

c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and, (3-20-04)

d. Soliciting, accepting, or receiving a pecuniary benefit greater than fifty dollars (\$50) as defined in Section 18-1359(b), Idaho Code. ~~(3-20-04)~~(____)

08. Principle VII. A professional educator complies with state and federal laws and local school board policies relating to the confidentiality of student and employee records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to: (3-20-04)

a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status or income, and assessment or testing results with inappropriate individuals or entities; and (3-20-04)

b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities. (3-20-04)

09. Principle VIII. A professional educator fulfills all terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes, but is not limited to: (3-20-04)

a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency; (3-20-04)

b. Willfully refusing to perform the services required by a contract; and, (3-20-04)

c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students. (3-20-04)

10. Principle IX. A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators; and submits reports as required by Idaho Code. Unethical conduct includes, but is not limited to: (~~3-20-04~~)()

a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity); (3-20-04)

b. Failure to comply with Section 16-1619, Idaho Code, (reporting of child abuse, abandonment or neglect); and, (~~3-20-04~~)()

c. Failure to comply with Section 33-512B, Idaho Code, (Suicidal tendencies and duty to warn); and, ()

d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official. (3-20-04)

11. Principle X. A professional educator ~~demonstrates conduct that follows~~ ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles ~~with the right to exercise academic freedom~~. Unethical conduct includes, but is not limited to: (~~3-20-04~~)()

a. Any conduct that seriously impairs the Certificate holder's ability to teach or perform his professional duties; (3-20-04)

b. ~~Conduct that is detrimental to the health, welfare, discipline, or morals of students.~~ Committing any act of harassment toward a colleague; (~~3-20-04~~)()

b. Conduct ~~which~~ that is offensive to the ordinary dignity, decency, and morality of others; (~~3-20-04~~)()

d. Failure to cooperate with the Professional Standards Commission in inquiries, investigations, or hearings; (3-20-04)

e. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections; and, (~~3-20-04~~)()

- f. Deliberately falsifying information presented to students; (3-20-04)()
- g. Willfully interfering with the free participation of colleagues in professional associations; and, ()
- h. Taking inappropriate pictures (digital, photographic or video) of colleagues. ()

077. DEFINITIONS FOR USE WITH THE CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS (SECTIONS 33-1208 AND 33-1209, IDAHO CODE).

01. Administrative Complaint. A document issued by the State Department of Education outlining the specific, purported violations of Section 33-1208, Idaho Code, or the Code of Ethics for Idaho Professional Educators. (3-20-04)

02. Allegation. A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho Code. (3-20-04)

03. Certificate. A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code). (3-20-04)

04. Certificate Denial. The refusal of the state to grant a certificate for an initial or reinstatement application. (3-20-04)

05. Certificate Suspension. A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code. (3-20-04)

06. Complaint. A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, place reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209(1), Idaho Code). The State Department of Education may initiate a complaint. (~~3-20-04~~)()

07. Conditional Certificate. Allows an educator to retain licensure under certain stated Certificate conditions as determined by the Professional Standards Commission (Section 33-1209(10), Idaho Code). (3-20-04)

08. Contract. Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code. (3-20-04)

09. Conviction. Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by *nolo contendere* or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld. (~~3-20-04~~)()

10. Educator. A person who holds or applies for an Idaho Certificate (Section 33-1001(16) and Section 33-1201, Idaho Code). (3-20-04)

121. Education Official. An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO). (3-20-04)

142. Executive Ethics Committee. A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the Committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a Certificate holder. (~~3-20-04~~)()

- 13. Hearing.** A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers. (3-20-04)
- 14. Hearing Panel.** A minimum of three (3) educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint. (3-20-04)
- 15. Investigation.** The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission ~~Executive~~Ethics Committee, or following review by the ~~Executive~~Ethics Committee at the request of the deputy attorney general assigned to the Department of Education. (~~3-20-04~~)()
- 16. Minor.** Any individual who is under eighteen (18) years of age. (3-20-04)
- 17. Not Sufficient Grounds.** A determination by the ~~Executive~~Ethics Committee that there is not sufficient evidence to take action against an educator's certificate. (~~3-20-04~~)()
- 18. Principles.** Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both the private and public sectors. (3-20-04)
- 19. Reprimand.** A written letter admonishing the Certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's Certificate. (3-20-04)
- 20. Respondent.** The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators. (3-20-04)
- 21. Revocation.** The invalidation of any Certificate held by the educator. (3-20-04)
- 22. Stipulated Agreement.** A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms, or by subsequent action by the Professional Standards Commission. (3-20-04)
- 23. Student.** Any individual enrolled in any Idaho public or private school from preschool through grade 12. (3-20-04)
- 24. Sufficient Grounds.** A determination by the ~~Executive~~Ethics Committee that sufficient evidence exists to issue an administrative complaint. (~~3-20-04~~)()

M. SUBJECT:

~~Proposed Rule Amendments to IDAPA 08.02.03.103.02, .104.01, .104.02, .104.03 and .107.06: Revisions to Physical Education Requirements for K-12~~ (This item will be presented for Board discussion in November)

N. SUBJECT:

Proposed Rule - IDAPA 08.02.02.031: Junior Reserve Officers Training Corps (Junior ROTC) Instructors, and Proposed Change to .032-.033 (Reserved)

BACKGROUND:

Idaho school districts with Junior Reserved Officer Training Corps (Junior ROTC) programs in their high schools have expressed their concerns to the State Department of Education and the Professional Standards Commission (PSC) about the lack of a rule regarding the highly qualified status of Junior ROTC instructors. These individuals go through a rigorous armed forces training program and are required to pass an examination before they are accepted as Junior ROTC instructors.

DISCUSSION:

After a careful review of the armed forces requirements, the State Department of Education and the PSC developed a recommendation regarding the highly qualified status of Junior ROTC instructors and a process ensuring that status. Based on the list of names of individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools and notarized copies of their certificate(s) of completion, the Bureau of Certification/Professional Standards will consider these individuals to be highly and uniquely qualified to teach in an Junior ROTC program at the high school level.

The PSC held public hearings on September 12 and September 21, 2005, to collect public comment. The 21-day public comment period ended September 28, 2005. The PSC reviewed the public comment and revised the proposed rule to include a definition of high school ROTC, i.e., "Junior Reserved Officer Training Corps (Junior ROTC)". On September 30, 2005, PSC approved the rule to advance to the State Board of Education for action at its October 17-18, 2005 meeting.

RECOMMENDATION:

To approve the recommendation from the State Department of Education and the Professional Standards Commission regarding the highly qualified status of Junior ROTC instructors.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the proposed rule IDAPA 08.02.02.031: Junior Reserved Officer Training Corps (Junior ROTC) Instructors and proposed change to .032-.033 (Reserved) as requested by the State Department of Education and the Professional Standards Commission. Moved by _____, seconded by _____ and carried.

ATTACHMENT:

1. Proposed Rule - IDAPA 08.02.02.031: Junior Reserve Officers Training Corps (Junior ROTC) Instructors, and Proposed Change to .032-.033 (Reserved)

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

031. JUNIOR RESERVED OFFICER TRAINING CORPS (JUNIOR ROTC) INSTRUCTORS

01. List of Names - Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools.

02. Notarized Copy - Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion.

03. Authorization Letter - Upon receiving the items identified in 1) and 2) above, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. _____ ()

~~031~~ 032. -- 033. (RESERVED).

O. SUBJECT:

Proposed Rule Amendments to IDAPA 08.02.02.028: Exceptional Child Certificate; IDAPA 08.02.02.029 Consulting Teacher Endorsement; and IDAPA 08.02.02.030 Supervisor/Coordinator of Special Education Endorsement

BACKGROUND:

Idaho's special education programs are divided into regular classes, resource rooms, self-contained classrooms, residential schools, etc. The proposed rule changes align certification and endorsement requirements with the needs of K-12 school districts and students. The endorsement areas proposed for elimination (IDAPA 08.02.02.028.04-.07: Seriously Emotionally Disturbed, Severe Retardation, Multiple Impairment, and Physical Impairment) are not specifically required for the vast majority of special education classrooms, which are non-categorical. Therefore, school district and student needs are best served through the Generalist K-12 Endorsement.

Additionally, the Hearing Impaired (IDAPA 08.02.02.028.02) and Visually Impaired Endorsements (IDAPA 08.02.02.028.03) needed to be aligned with the Idaho Standards for Teachers of the Visually and Hearing Impaired to ensure teachers meet the necessary requirements.

Due to school districts misunderstanding the positions of Consulting Teacher (IDAPA 08.02.02.029) and Supervisors/Coordinators of Special Education (IDAPA 08.02.02.030), definitions were added to clarify the roles these teachers play in schools and districts. In addition, to allow school districts the ability to hire qualified Consulting Teachers, an option for a letter of recommendation from a school district superintendent was added to the proposed rule as an alternative requirement to years of experience for demonstration of competencies. This proposed option is based on comments from public hearings and submitted written comments.

Finally, the Professional Standards Commission (PSC) condensed the text of the rules to make them more precise and clearer.

DISCUSSION:

A team of special education experts from higher education institutions and K-12 schools recommended the changes and revisions to the Exceptional Child Certificate, Consulting Teacher Endorsement, and Supervisor/Coordinator of Special Education Endorsement.

The PSC held public hearings on September 12 and September 21, 2005, to collect public comments. The 21-day public comment period ended September 28, 2005. The PSC reviewed the public comment and, based on the comments, added an option to 08.02.02.029: Consulting Teacher Endorsement of a letter of recommendation from a school district superintendent as an alternative requirement to years of experience for the demonstration of competencies.

RECOMMENDATION:

To approve the Professional Standards Commission and State Department of Education’s recommendations for revisions to the Exceptional Child Certificate, Consulting Teacher Endorsement, and Supervisor/Coordinator of Special Education Endorsement.

BOARD ACTION:

The State Board of Education carried to approve/disapprove/table the Proposed Rule Amendments to IDAPA 08.02.02.028: Exceptional Child Certificate; IDAPA 08.02.02.029 Consulting Teacher Endorsement; and IDAPA 08.02.02.030 Supervisor/Coordinator of Special Education Endorsement requested by the State Department of Education and the Professional Standards Commission. Moved by _____, seconded by _____ and carried.

ATTACHMENT:

1. Proposed Rule Amendments to IDAPA 08.02.02.028: Exceptional Child Certificate; IDAPA 08.02.02.029 Consulting Teacher Endorsement; and IDAPA 08.02.02.030 Supervisor/Coordinator of Special Education Endorsement

**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

028. EXCEPTIONAL CHILD CERTIFICATE.

Holders of this certificate work with children who have been identified as having an educational impairment.

~~(3-16-04)~~ ()

01. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (3-16-04)

a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)

d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

02. Hearing Impairment Endorsement (K-12). Completion of a minimum of thirty (30) semester credit hours in the area of hearing impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Hearing Impaired endorsement, a candidate must have satisfied the following requirements: (3-16-04) ()

a. Completion of a baccalaureate degree from an accredited college or university. ()

b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or ()

c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. ()

d. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Hearing Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. ()

03. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement

is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: ()

- a. Completion of a baccalaureate degree from an accredited college or university. ()
- b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or ()
- c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. ()
- d. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (3-16-04) ()

~~04. **Seriously Emotionally Disturbed (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of seriously emotionally disturbed. An institutional recommendation specific to this endorsement is required. (3-16-04)~~

~~05. **Severe Retardation (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of severe retardation. An institutional recommendation specific to this endorsement is required. (3-16-04)~~

~~06. **Multiple Impairment (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of multiple impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)~~

~~07. **Physical Impairment (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of physical impairment. An institutional recommendation specific to this endorsement is required. (3-16-04)~~

029. CONSULTING TEACHER ENDORSEMENT.

Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students with exceptional needs. They may also provide direct intervention for students with significant needs. (3-16-04) ()

01 To be eligible for a Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements:

01.a. Education Requirements. Completion, in an accredited college or university, of a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated competencies in the following areas: Assessment of learning behaviors; Individualization of instructional programs based on educational diagnosis; Behavioral and/or classroom management techniques; Program implementation and supervision; Knowledge in use of current methods, materials and resources available and management and operation of media centers; Ability in identifying and utilizing community or agency resources and support services; and Counseling skills and guidance of professional staff and (3-16-04) ()

02. b. Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting or (3-16-04) ()

c. Letter of Recommendation. Provide a letter of recommendation from the superintendent of a school district that provides verification of demonstrated competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; knowledge in use of current methods, materials and resources available and management and operation of media centers; ability in identifying and utilizing community or agency resources and support services; and counseling skills and guidance of professional personnel and three (3) years of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools; and ()

d. Three (3) years of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. ()

030. SUPERVISOR/COORDINATOR OF SPECIAL EDUCATION ENDORSEMENT.

Supervisors/coordinators of special education support the district administrative team in ensuring that district practice is in compliance with the requirements of the Individuals with Disabilities Education Act. The assigned duties may include the evaluation of related services staff; supervision of the operations of special education programs within a school district; technical assistance and training to district staff and parents; assistance with student placement decisions; and representation for the school district regarding special education matters with other agencies and with the State Department of Education. ()

01. To be eligible for this endorsement on the Standard Exceptional Child Certificate or the Pupil Personnel Certificate endorsed for School Psychologist, Speech-Language Pathologist or Social Worker, a candidate must complete a master's degree program; have a verification of a minimum of three (3) years of experience in a special education setting; and obtain college or university verification of demonstrated competencies in special education administration, supervision of instruction and counseling parents of exceptional children. ~~(3-16-04)~~ ()

P. SUBJECT:

Approval to Operate an Elementary School with Less Than Ten (10) Pupils in Average Daily Attendance

BACKGROUND:

Idaho Code 33-1003(2)(f) states that, “Any elementary school having less than ten (10) pupils in average daily attendance shall not be allowed to participate in the state or county support program unless the school has been approved for operation by the state board of education.” At the November 1999 meeting, the State Board of Education delegated authority to the State Superintendent of Public Instruction to approve elementary schools to operate with less than ten (10) average daily attendance. A report listing the elementary schools that have requested to operate with less than ten (10) average daily attendance and whether approval was granted is to be provided to the State Board of Education at the October meeting.

DISCUSSION:

All districts that requested approval to operate an elementary school during the 2005-2006 school year with less than ten (10) pupils in average daily attendance were approved for the 2004-2005 school year. One district has an elementary school with estimated enrollment of greater than 10 for the upcoming year, but requested approval in the event that the average daily attendance falls below 10.

ACTION TAKEN:

Dr. Marilyn Howard approved all of the requests to operate an elementary school during the 2005-2006 school year with less than ten (10) pupils in average daily attendance (see attachment).

ATTACHMENTS:

1. List of approved districts / schools

Schools Approved to Operate with Less Than 10 ADA
School Year 2005-2006

School District	School	Estimated Enrollment	Requested Approval Last Year?
Bear Lake County School District # 033	Geneva Elementary	5	YES
Soda Springs Joint School District # 150	Grays Lake Elementary	< 10	YES
Cassia School District # 151	Almo Elementary	9	YES
Challis Joint School District # 181	Clayton Elementary	7	YES
Prairie Elementary School District # 191	Prairie Elementary - Junior High	< 10	YES
Mountain Home School District # 193	Pine Elementary - Junior High	< 10	YES
Grangeville Joint School District # 241	White Bird Primary	< 10	YES
Oneida School District # 351	Stone Elementary	12	YES
Arbon Elementary School District # 383	Arbon Elementary	8	YES
Three Creek School District # 416	Three Creek Elementary - Junior High	4	YES

Q. SUBJECT:

Report on the Idaho Reading Indicator

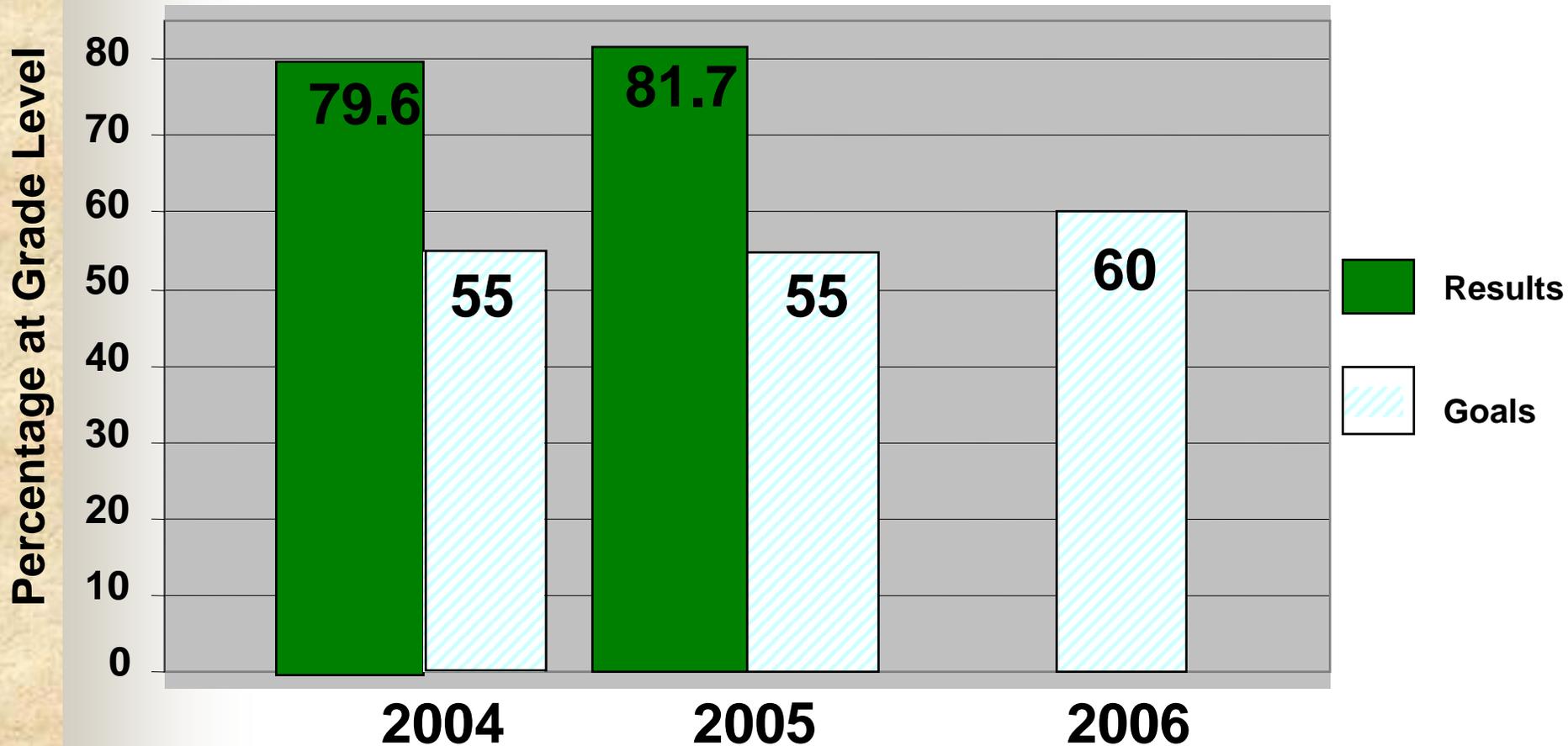
The Idaho Reading Indicator



Chris Hanson
Reading Coordinator
State Department of Education

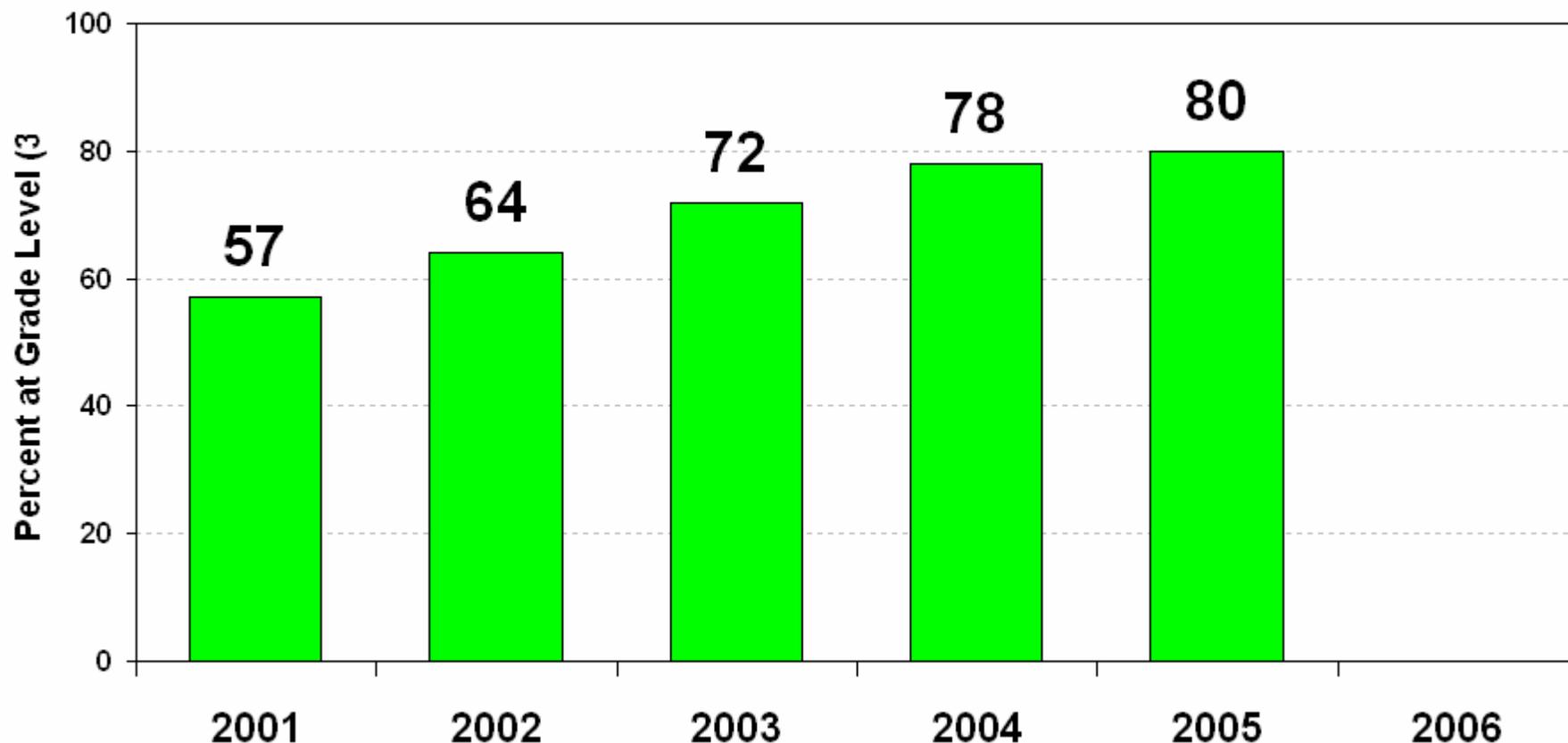
Idaho Reading Indicator

Kindergarten Goals and Results



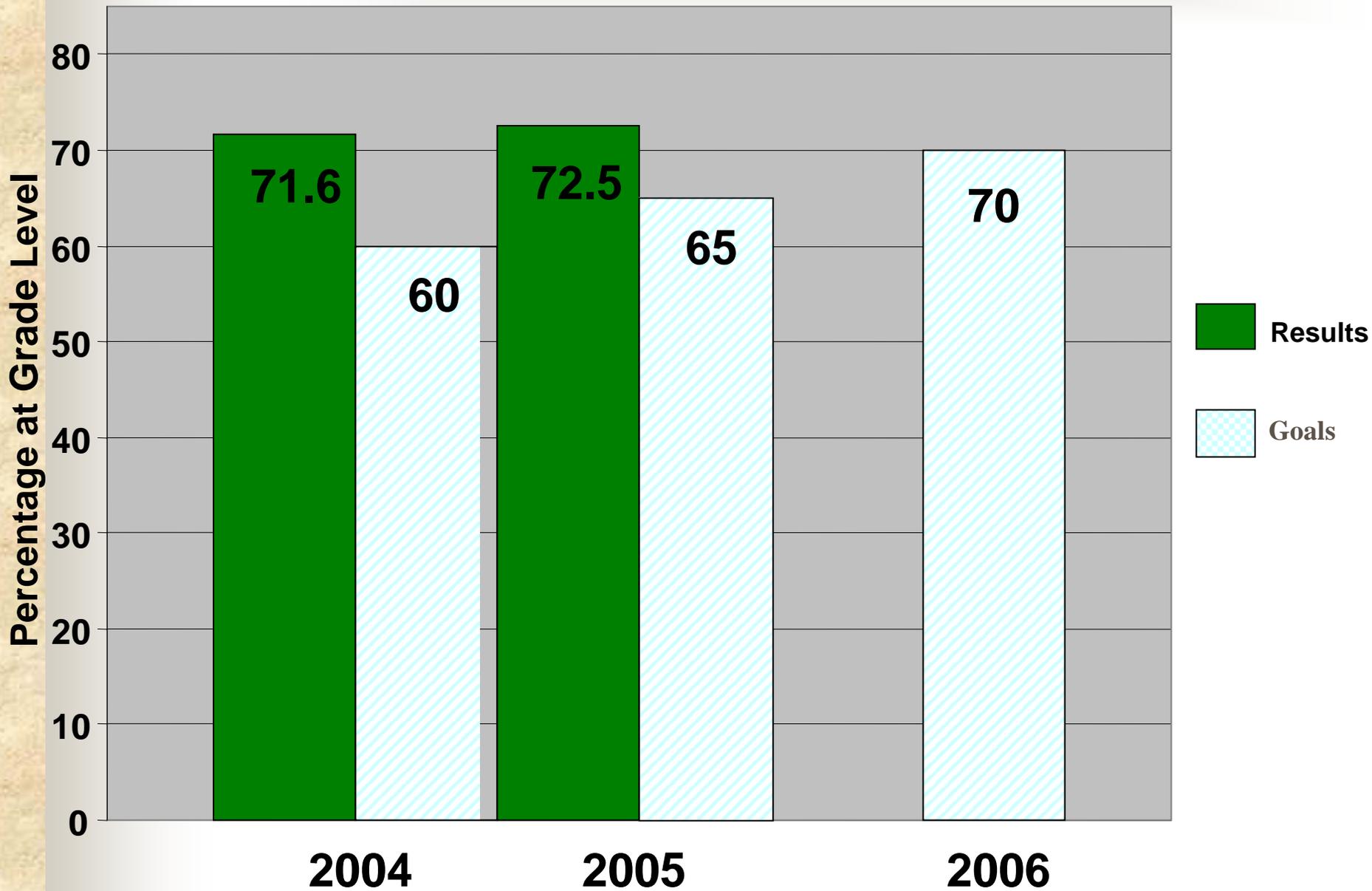
Idaho Reading Indicator

Status of Reading in Kindergarten



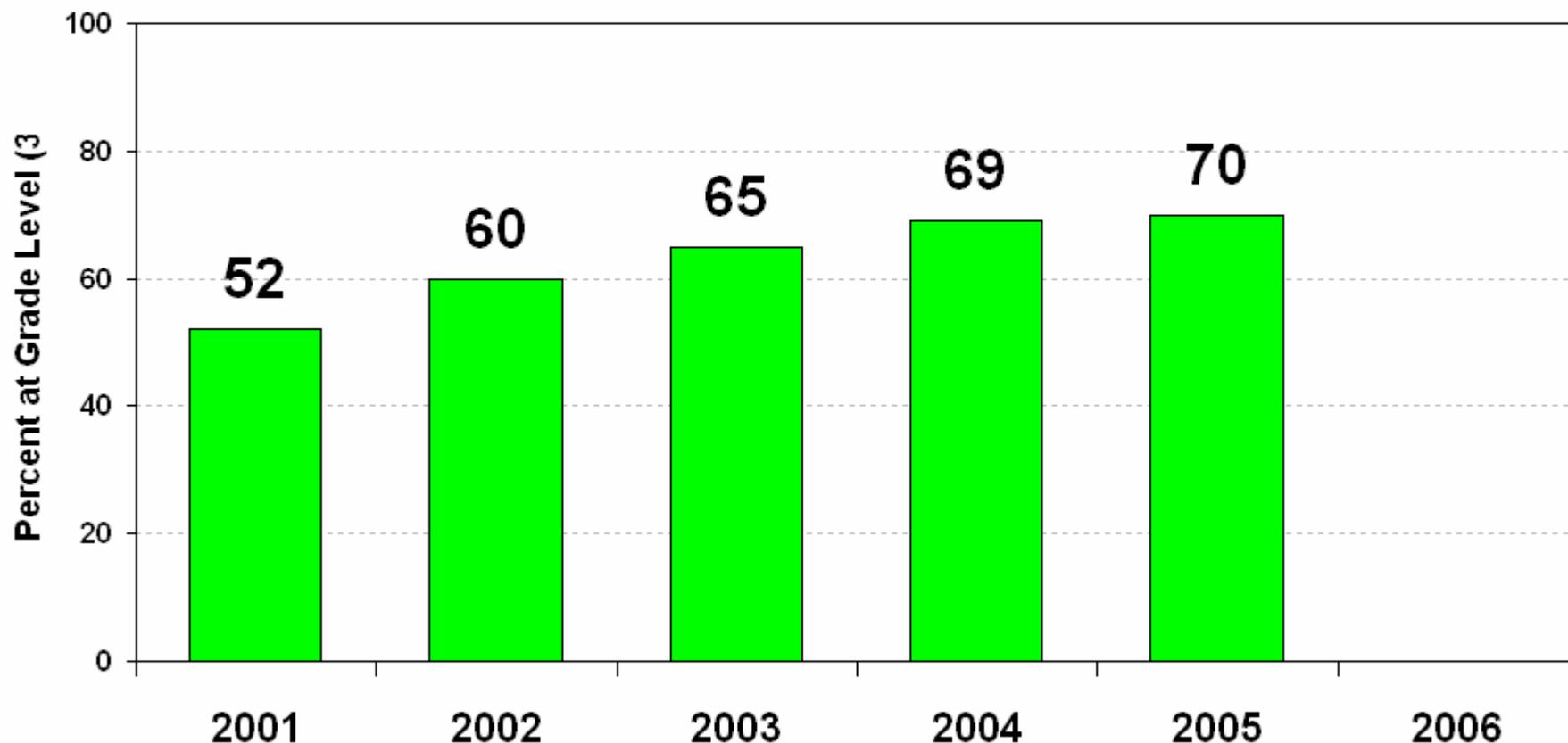
Percentage of all students in the state participating in the spring administration of the Idaho Reading Indicator who scored at grade level (3).

Idaho Reading Indicator First Grade Goals and Results



Idaho Reading Indicator

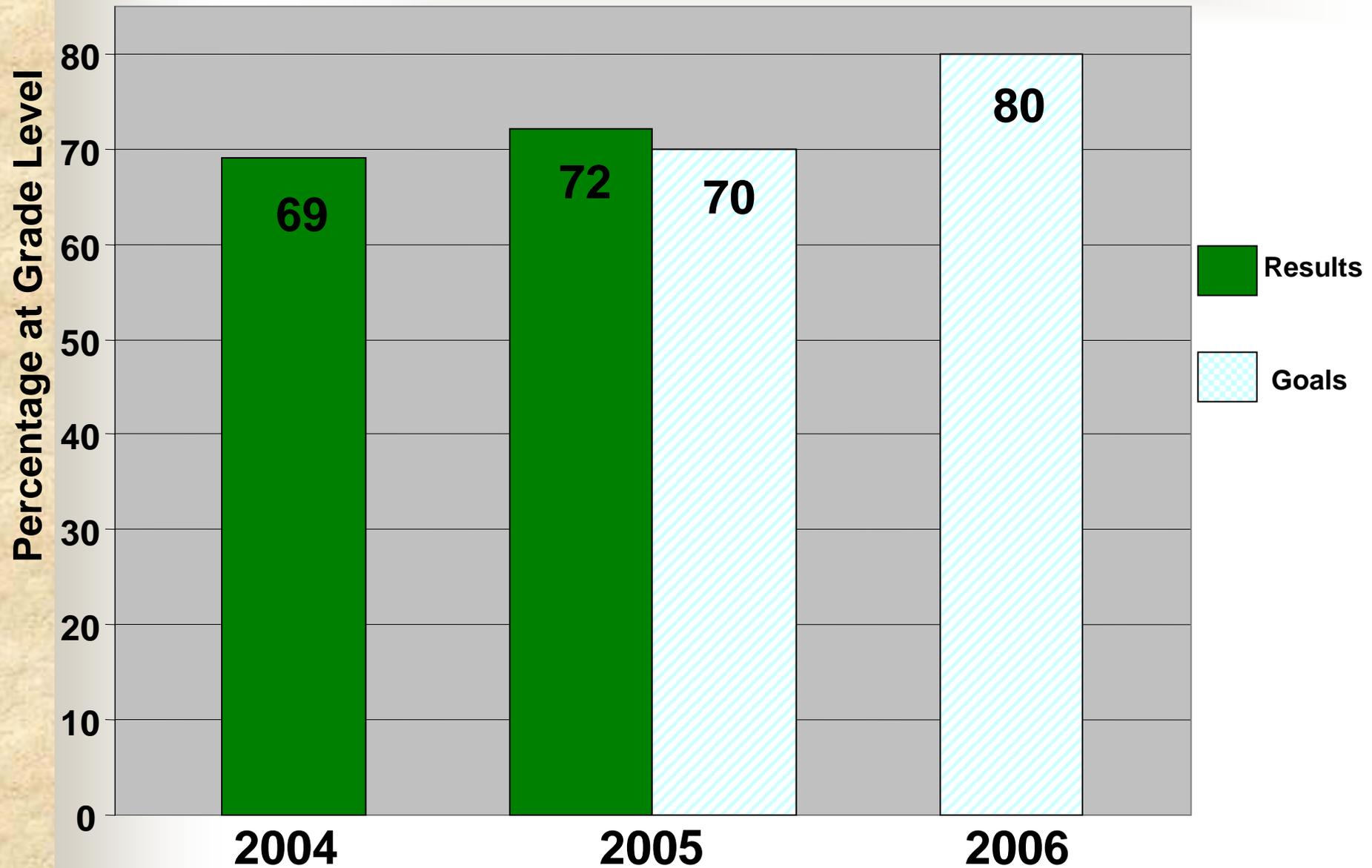
Status of Reading in First Grade



Percentage of all students in the state participating in the spring administration of the Idaho Reading Indicator who scored at grade level (3).

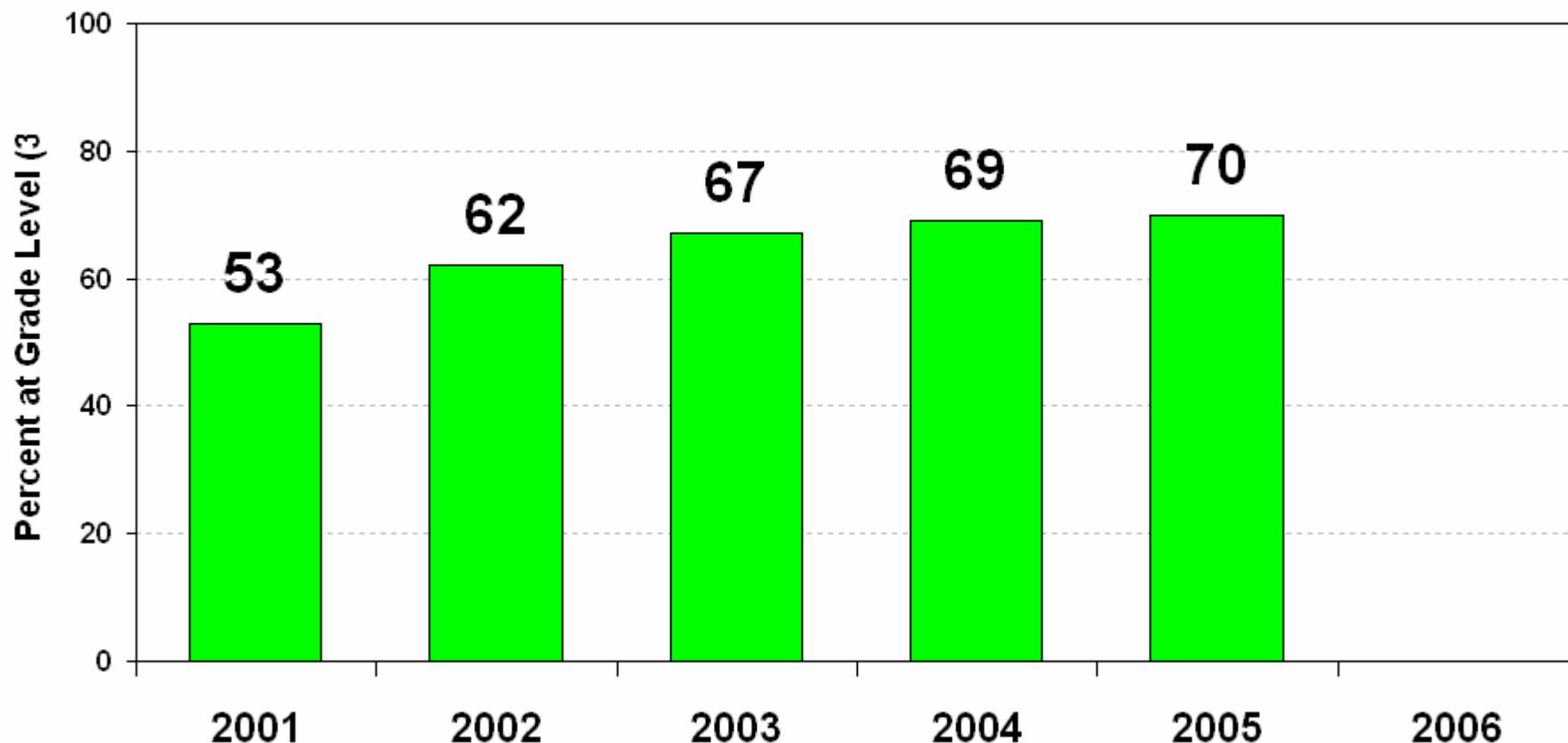
Idaho Reading Indicator

Second Grade Goals and Results



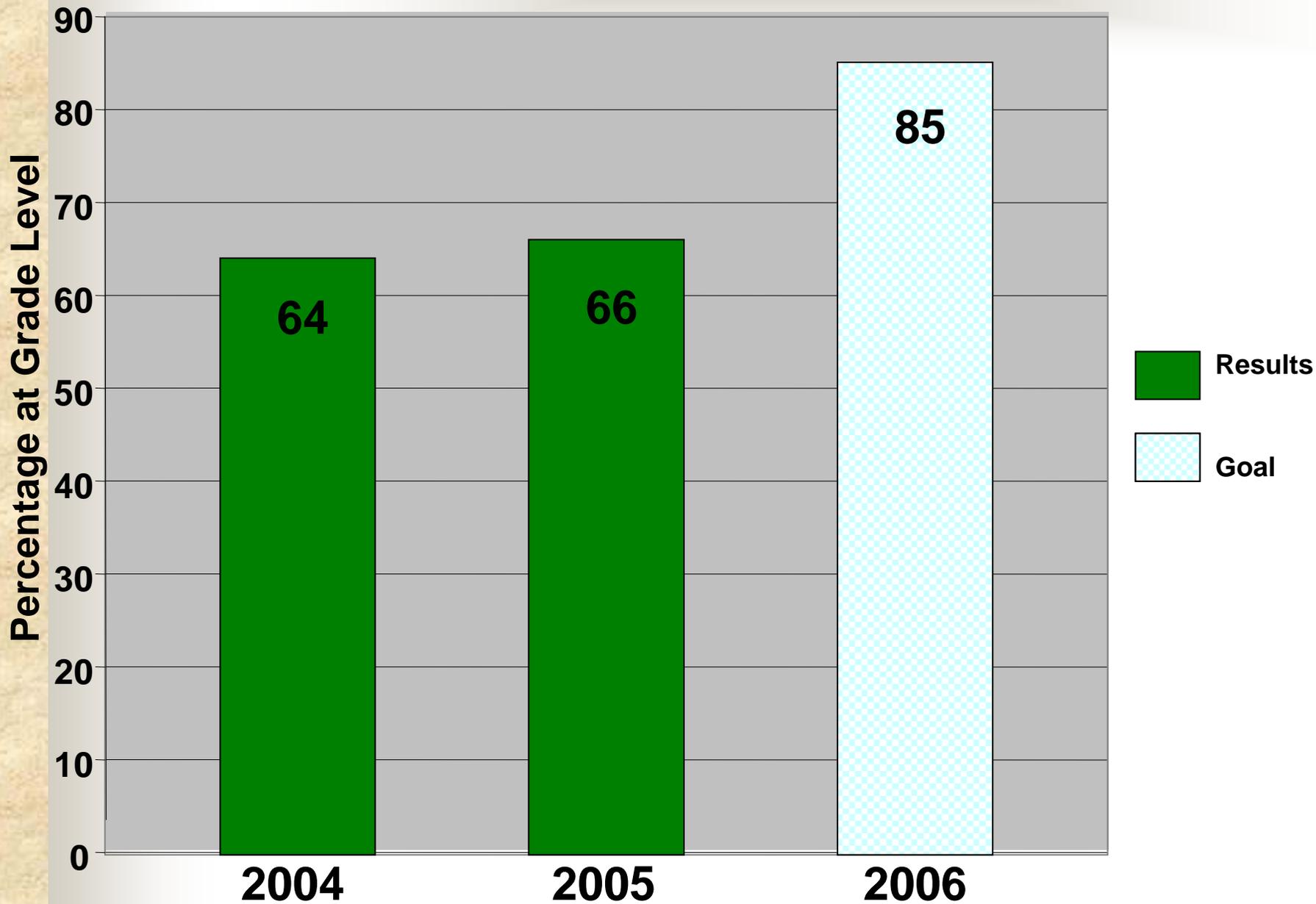
Idaho Reading Indicator

Status of Reading in Second Grade



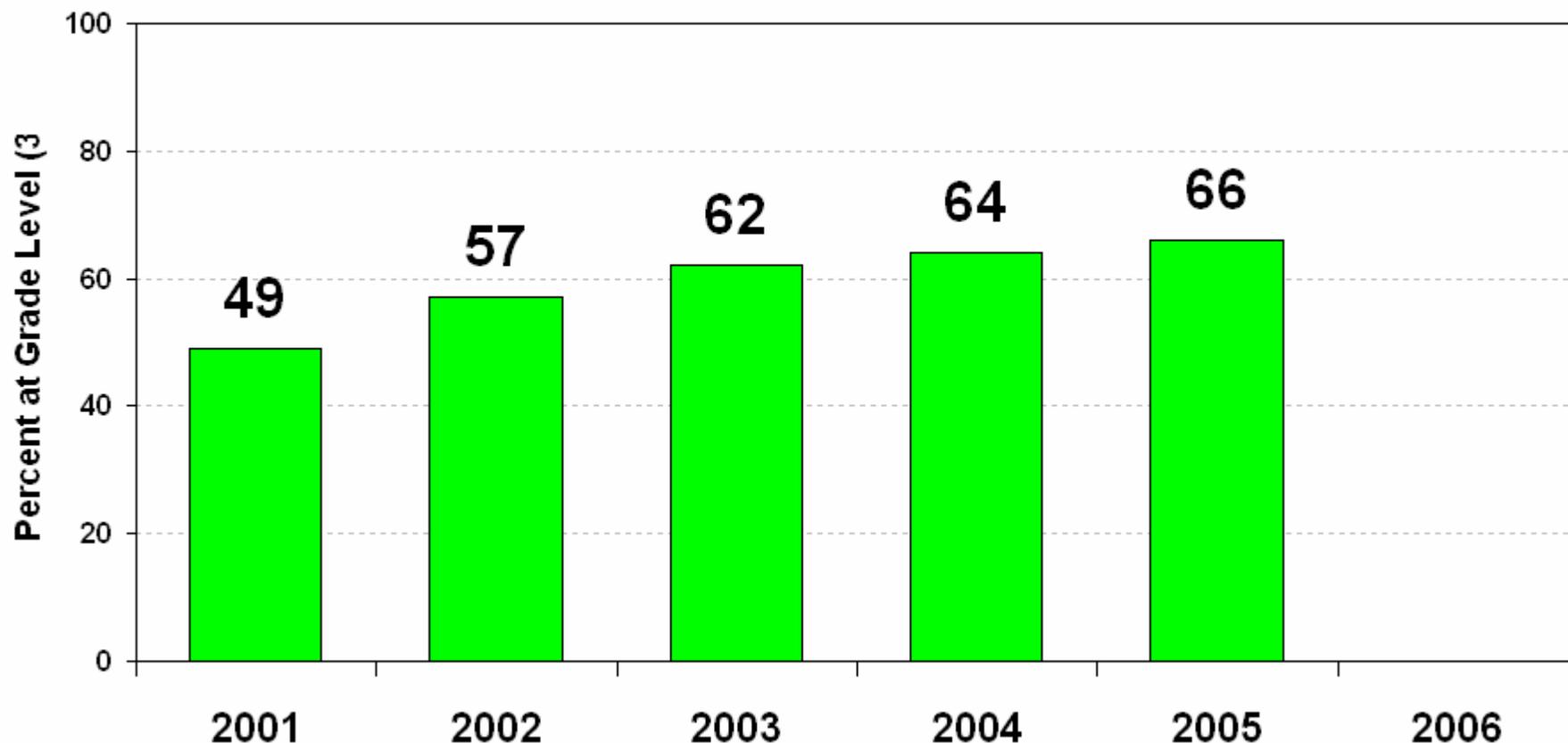
Percentage of all students in the state participating in the spring administration of the Idaho Reading Indicator who scored at grade level (3).

Idaho Reading Indicator Third Grade Goals and Results



Idaho Reading Indicator

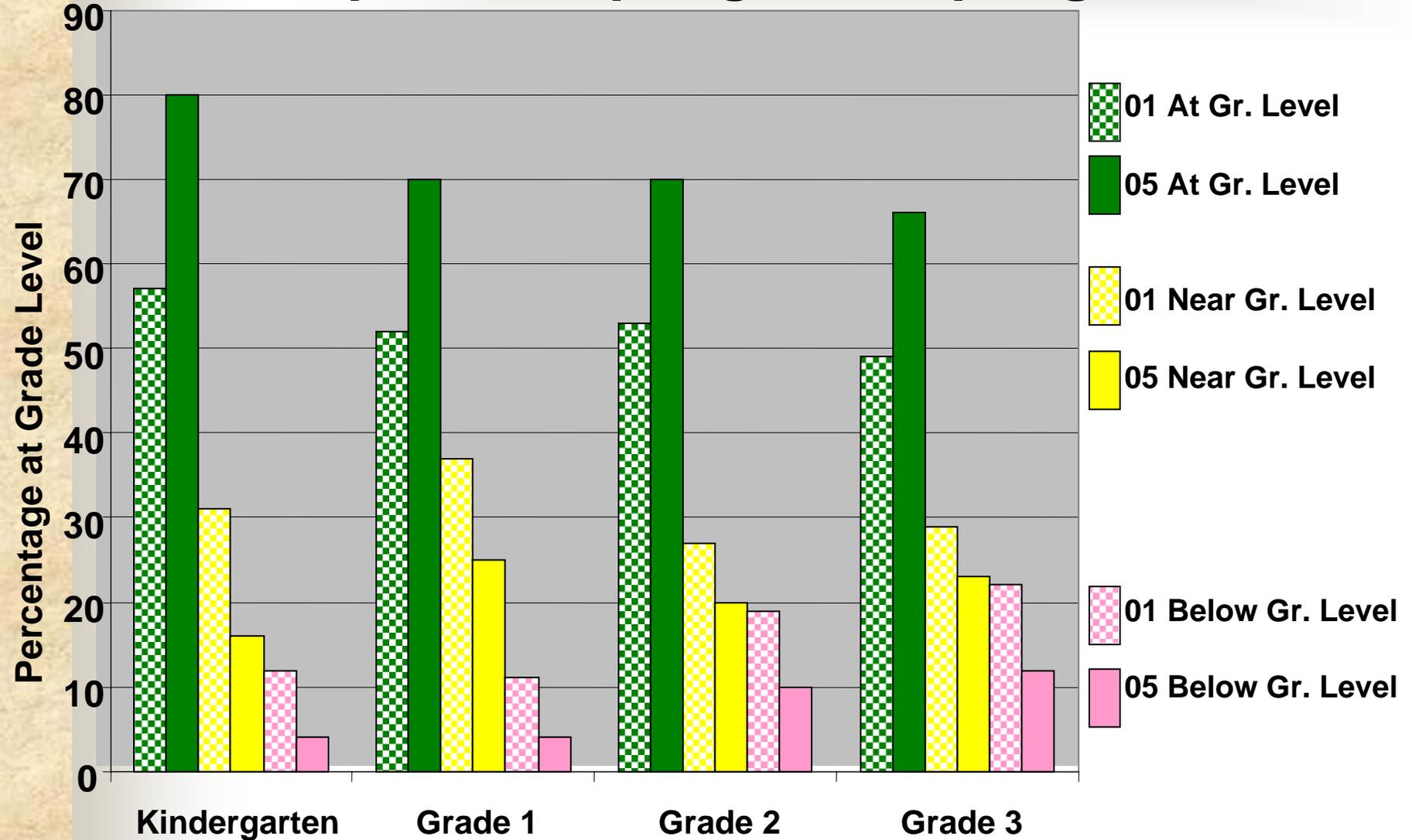
Status of Reading in Third Grade



Percentage of all students in the state participating in the spring administration of the Idaho Reading Indicator who scored at grade level (3).

Idaho Reading Indicator

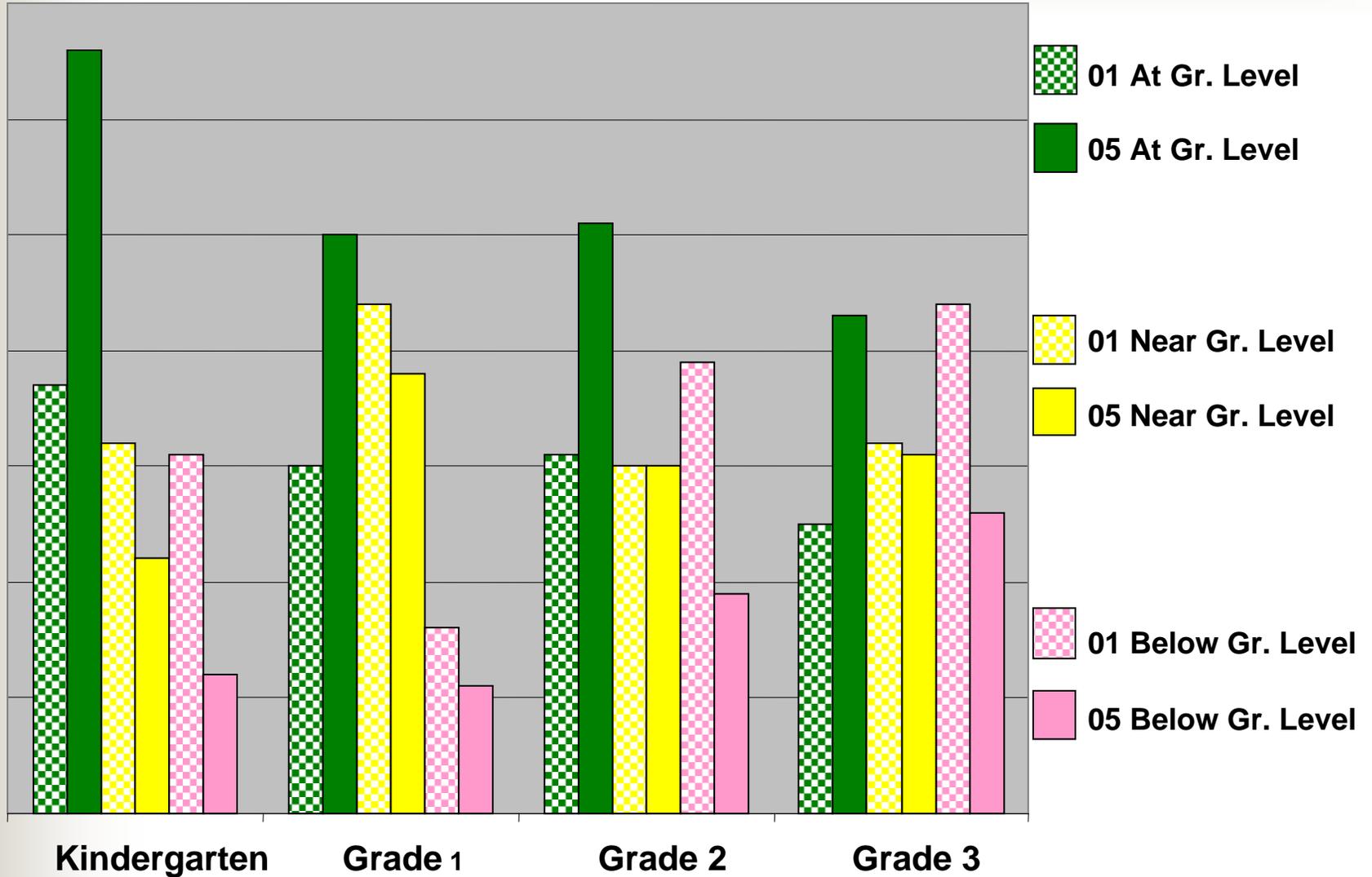
Comparison Spring 2001/Spring 2005



Idaho Reading Indicator

Limited English Proficient Comparison 2001/2005

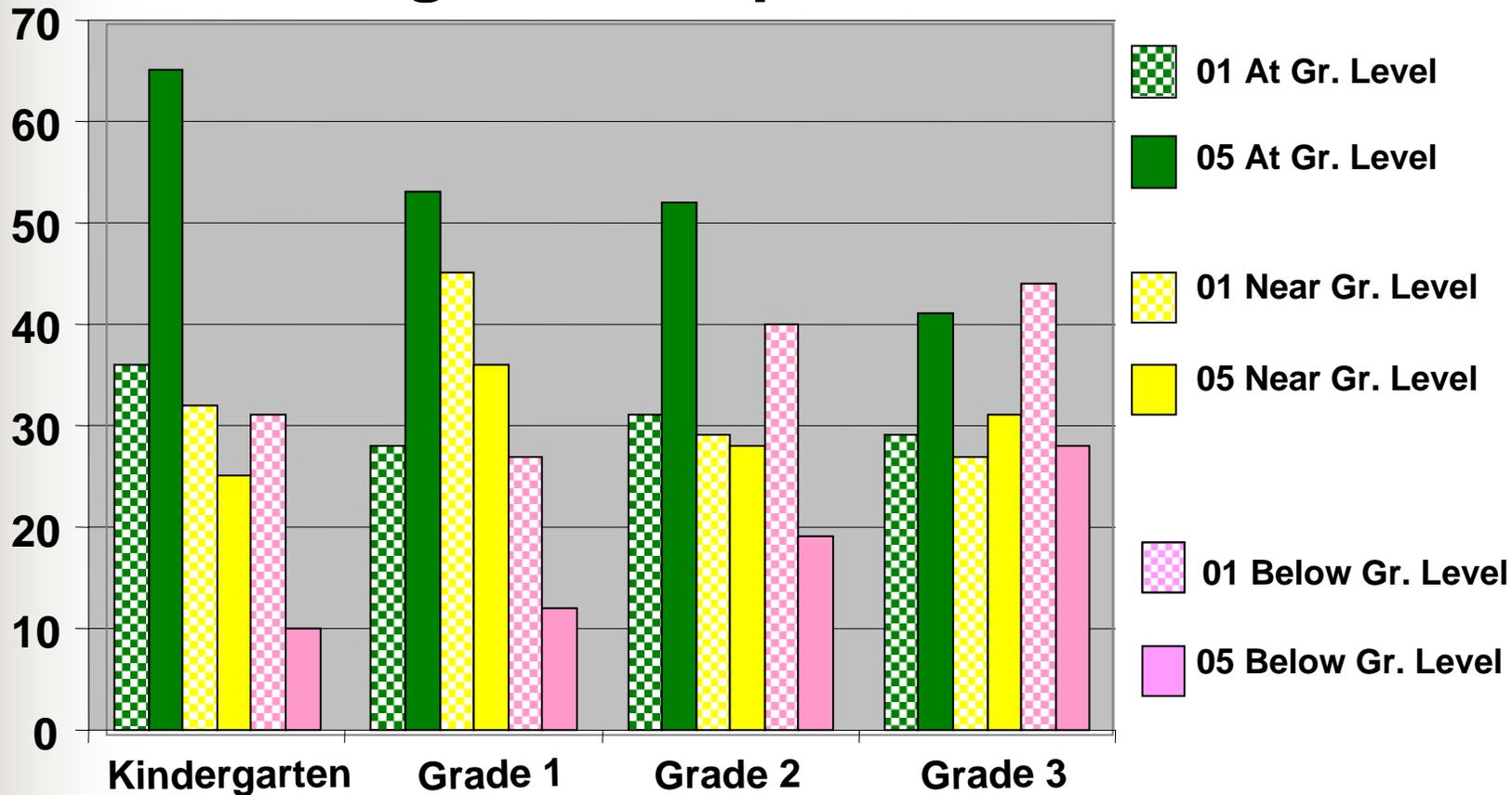
Percentage at Grade Level



Idaho Reading Indicator

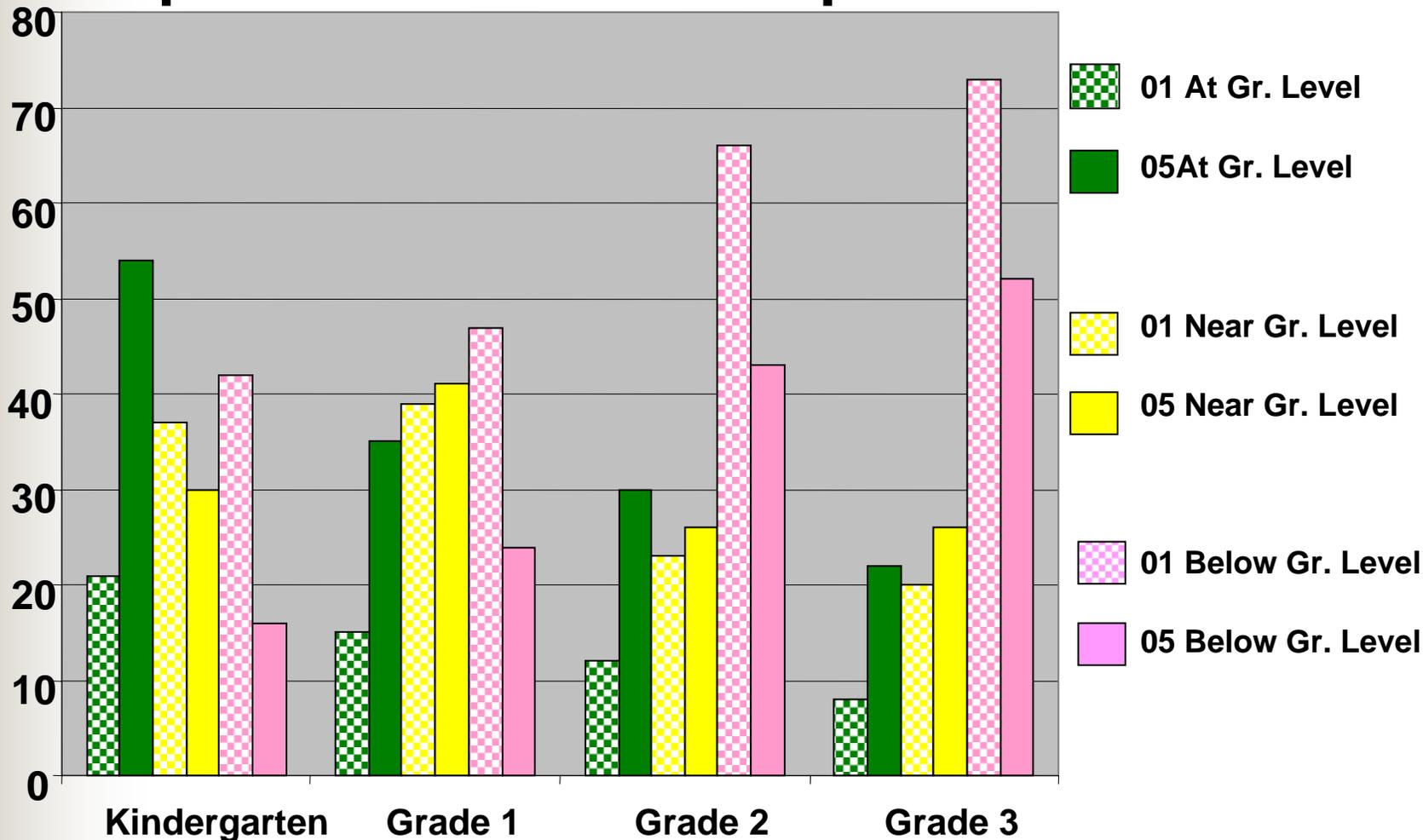
Migrant Comparison 2001/2005

Percentage at Grade Level



Idaho Reading Indicator Special Education Comparison 2001/2005

Percentage at Grade Level



READING FIRST SPRING 2005



Summary of IRI and ITBS Data



What Is Reading First?

It is a national initiative to support states
in making every child a proficient reader
(reading at or above grade level)
by the end of third grade.



What Is Reading First?

**It is the largest
and most focused
early reading initiative
in history.**



Why Reading First?

Nationally:

- ✓ 5% of children learn to read effortlessly “on their own” (Snow, Burns, & Griffin, 1998).
- ✓ 20% to 30% of children learn to read easily when exposed to formal instruction, regardless of instructional emphases (Snow, Burns, & Griffin, 1998).
- ✓ Too many primary-age students have difficulty learning to read.



The Significance of Primary Students Lacking Basic Reading Skills:

A child who is not at least a modestly skilled reader by the end of third grade is unlikely to graduate from high school.

Preventing Reading Difficulties in Young Children (Snow, Burns, & Griffin, 1998)



How Will Reading First Accomplish This Goal?

- Reading First will focus on classroom learning in schools identified as having high needs and high expectations for student achievement.



Central Themes

- Leadership
- Professional Development for all K-3 Educators
- Researched Based Curricular Materials
- Ongoing Progress Monitoring
- Immediate, Intensive Intervention



Allocation of Resources

- \$150,000 – under 500 K-3 students
- \$200,000 – 500 – 1,000 K-3 students
- \$300,000 – 1,000+ K-3 Students

- 100% first year
- 80% second year
- 50% during the grant cycle (five years)



IDAHO

Districts that received first year funding in 2003

- Nampa
- Caldwell
- Vallivue
- Mountain Home
- New Plymouth
- Twin Falls
- Minidoka
- Gooding
- Wendell
- Jefferson
- Madison



Districts that received first year funding in 2004

- Emmett
- Filer
- Buhl
- Priest River
- Homedale



What We Know Now

- We have 34 years of converging scientific research.
- We know how children learn to read, what factors impede reading development and which approaches provide the most benefit.
- We can assure that no child is left behind if we utilize these findings to inform practices.



Reading First Classroom

- Comprehensive Reading Programs

- There will be a coherent instructional design that includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities, and aligned student materials.

- Have a minimum of 90 minutes of uninterrupted reading instruction every day. Extra instructional time will be provided for students who require it to reach grade level performance standards.



Reading First Classroom

- Flexible grouping strategies are in place and instruction is presented in a variety of formats. Ongoing progress monitoring allows frequent regrouping to reflect students' knowledge and skills.
- The pacing, content, and emphases are adapted to meet the needs of **all children in the classroom.**



Reading Coach

- Teachers will have access to a Reading Coach on a daily basis.
- Research clearly indicates the effectiveness of having an in-school specialist.

Preventing Reading Difficulties in Young Children, 1998



Reading Coach

- Will not have classroom responsibility.
- Will assist teachers in implementing selected programs.
- Will make regular classroom observations.
- Will facilitate data collection.



Reading Coach

- Will attend three day Coaching Institute.
- Will attend curricular specific master training.
- Will participate in monthly on-going professional development.



**What effect has
Reading First
had on our students?**

IRI-Spring 2003

Before implementation of Reading First in fall 2003

State percentages of students at grade level:

First grade-60%

Second grade-62%

Third grade-57%

Reading First schools percentages of students at grade level:

First grade-57%

Second grade-59%

Third grade-53%

After Year One- Reading First Schools

Spring 2004

from 2003

First grade-70%

+13%

Second grade-64%

+5%

Third grade-61%

+8%

After Year Two- Reading First Schools

Spring 2005

2004

2003

First grade-71%

+1%

+14%

Second grade-66%

+2%

+7%

Third grade-62%

+1%

+9%

ITBS Scores Confirm the Pattern and Sustainability of growth in Reading First Schools

Grade level equivalents

ITBS 2004

First grade 2.1

Second grade 2.9

Third grade 3.9

ITBS 2005

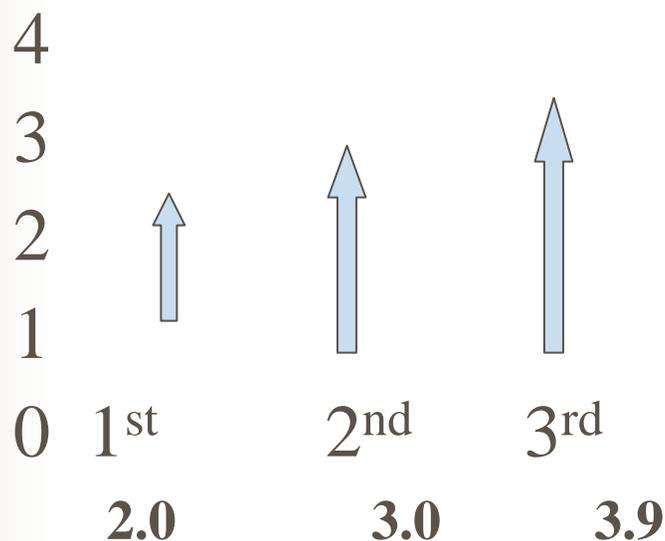
First grade 2.1

Second grade 3.1

Third grade 3.9

Idaho Reading First Schools First Year Implementation – ITBS 2004-05

2004-05 **Total Reading**





As Rosie the Riveter says...

We Can Do It!

***“Every child learning
everyday”***

Dr. Marilyn Howard,
Superintendent of Public Instruction



Resources

- Idaho Reading Web Site

www.sde.state.id.us/instruct/reading

- Chris Hanson, cmhanson@sde.idaho.gov

- Idaho Reading First Web Site

www.sde.state.id.us/instruct/readingfirst/

- Marybeth Flachbart, mflachbart@sde.idaho.gov

- Rose Rettig, rsrettig@sde.idaho.gov

- Rosie Reyna, rosaliereyna@boisestate.edu

R. SUBJECT:

Presentation of the Public School Budget for FY 2007

BACKGROUND:

For the last quarter century, the Public School Coalition has met with the State Superintendent of Public Instruction to develop a public school funding budget request. “Membership” has changed over the years, but the core group – representing school administrators, parents, teachers, and elected school trustees – has remained intact. To prepare the FY 2007 request, the coalition invited representatives of the Office of the State Board of Education, Office of the Governor/Division of Financial Management, Legislative Services, Idaho Tax Commission, and other related interests, to meet and make specific budget recommendations to Dr. Howard. The FY 2007 Public Schools Budget Request took those recommendations into consideration.

DISCUSSION:

Mr. Tim Hill, Deputy Superintendent of School Support Services, Department of Education, will present the budget request.

ATTACHMENTS:

1. FY 2007 Public Schools Support Budget Request
2. FY 2007 Public Schools Support Budget Request Highlights

Public School Support Program
Distribution Factor

	2005-2006	2006-2007	Increase / (Decrease)	% Change
1 APPROPRIATIONS				
a. General Fund	\$987,110,000	\$1,046,829,800	\$59,719,800	6.0%
b. Endowment / Lands, Lottery Dividend, Misc. Revenues	\$40,532,800	\$44,716,800	\$4,184,000	10.3%
c. Cigarette and Lottery Taxes	4,700,000	6,300,000	1,600,000	34.0%
TOTAL DEDICATED REVENUES	\$45,232,800	\$51,016,800	\$5,784,000	12.8%
TOTAL STATE REVENUES	\$1,032,342,800	\$1,097,846,600	\$65,503,800	6.3%
d. Federal Funds	\$165,000,000	\$175,000,000	\$10,000,000	6.1%
TOTAL REVENUES	\$1,197,342,800	\$1,272,846,600	\$75,503,800	6.3%
2 PROGRAM DISTRIBUTION				
a. Property Tax Replacement	\$75,000,000	\$75,000,000	\$0	0.0%
b. Transportation	60,521,600	62,742,000	2,220,400	3.7%
c. Border Contracts	800,000	800,000	0	0.0%
d. Exceptional Contracts and Tuition Equivalents	5,750,000	5,750,000	0	0.0%
e. Floor	395,500	0	(395,500)	-100.0%
f. Program Adjustments	400,000	435,000	35,000	8.8%
g. Salary-based Apportionment	697,958,200	734,471,200	36,513,000	5.2%
h. Teacher Incentive Award (Natl Bd Cert)	696,400	313,200	(383,200)	-55.0%
i. State Paid Employee Benefits	124,911,700	135,978,900	11,067,200	8.9%
j. Unemployment	1,250,000	1,250,000	0	0.0%
k. Early Retirement Payout	4,600,000	4,750,000	150,000	3.3%
l. Substance Abuse	4,700,000	6,300,000	1,600,000	34.0%
m. Bond Levy Equalization Support Program	4,527,500	5,300,000	772,500	17.1%
Building Student Success:				
n. Technology Grants	9,500,000	9,500,000	0	0.0%
o. Idaho Reading Initiative	2,800,000	2,800,000	0	0.0%
p. Limited English Proficient (LEP)	5,060,000	5,290,000	230,000	4.5%
q. Idaho Digital Learning Academy	900,000	900,000	0	0.0%
r. High School Reform	0	1,450,000	1,450,000	NA
s. Physical Education Initiative	0	5,600,000	5,600,000	NA
Professional Development:				
t. Gifted and Talented (Teacher Training)	500,000	500,000	0	0.0%
u. Federal Funds for Local School Districts	165,000,000	175,000,000	10,000,000	6.1%
v. School Facilities Funding	8,922,500	16,072,900	7,150,400	80.1%
TOTAL DISTRIBUTIONS	\$1,174,193,400	\$1,250,203,200	\$76,009,800	6.5%
Education Stabilization Funds	\$0	\$0	\$0	NA
3 NET STATE FUNDING AVAILABLE	\$23,149,400	\$22,643,400	(\$506,000)	-2.2%
4 SUPPORT UNITS	13,150.0	13,450.0	300.0	2.3%
5 NET STATE FUNDING PER SUPPORT UNIT (includes \$300 for Safe Environment Provisions)	\$1,760.00	\$1,684.00	(\$76.00)	-4.3%
6 EQUALIZATION				
Adjusted Market Value	\$81,500,000,000	\$94,904,500,000	\$13,404,500,000	16.4%
Urban renewal	1,550,000,000	1,100,000,000	(450,000,000)	-29.0%
Rural Electric Association (REA)	135,000,000	150,000,000	15,000,000	11.1%
Mines Net Profit Decrease	0	0	0	NA
Total Market Value	\$83,185,000,000	\$96,154,500,000	\$12,969,500,000	15.6%
Equalization Rate X	0.00392	X 0.00379		
Total Equalization	\$326,240,000	\$364,713,500	\$38,473,500	11.8%
District Taxes not Equalized	(24,650,000)	(38,600,000)	(13,950,000)	56.6%
7 NET EQUALIZATION	\$301,590,000	\$326,113,500	\$24,523,500	8.1%
8 NET EQUALIZATION PER SUPPORT UNIT	\$22,935.00	\$24,246.00	\$1,311.00	5.7%
9 DISTRIBUTION FACTOR	\$24,695.00	\$25,930.00	\$1,235.00	5.0%

FY 2007 Public School Budget Request Highlights

Discretionary Funds \$24.0 million [\$24.5 million local, \$1.6 million endowment/lands, (\$2.1 million) state general funds]

Funds necessary for school district and charter school expenses including textbooks, employee medical insurance, utilities, etc.

FY 2006	\$24,695 per support unit
FY 2007	\$25,930 per support unit (5% increase)

Increase due primarily to increased market values (local maintenance & operations taxes).

Support Unit (enrollment) Increase: \$18.8 million (\$15.9 million salaries, \$2.9 million benefits)

FY 2006 support units (mid-term) may reach 13,250 (50 over estimate) and are estimated to increase to 13,500 in FY 2007. Mid-term support units are used to calculate salary and benefit apportionment.

FY 2006 support units (best-28 weeks) may reach 13,200 (50 over estimate) and are estimated to increase to 13,450. Best-28 week support units are used to calculate discretionary funds.

Enrollment increased by 3,872 in the 2004-2005 school year, bringing total fall enrollment to 256,097. Approximately one-third of this increase (1,207) was in charter schools.

- Virtual charter schools will likely continue to attract a significant number of home-schooled students into the public school system.
- Charter school support units increased by 80 in the 2004-2005 school year and are estimated to increase by approximately 130 in the 2005-2006 school year. The six new charter schools represent approximately 90 of this increase.

The SDE will be receiving 2005-2006 enrollment by mid-November. Preliminary estimates indicate that charter schools will be increasing enrollment by approximately 1,850 students.

Base Salary Increases (3%): \$23.8 million [\$20.1 million salaries, \$3.7 million benefits (PERSI, FICA, Medicare)]

	Current	Request
Instructional	\$23,210	\$23,906
Administrative	\$33,760	\$34,773
Classified	\$18,648	\$19,207

PERSI Employer Rate Increase: \$4.4 million

Effective in FY 2007, the PERSI employer rate will increase from 10.39% to 11.00%. The state pays into PERSI on behalf of eligible public school employees.

Experience & Education Index: \$567 thousand (\$480 thousand salaries, \$88 thousand benefits)

Effective in FY 2007, the PERSI employer rate will increase from 10.39% to 11.00%. The state pays into PERSI on behalf of eligible public school employees.

Transportation: \$2.2 million (\$1.1 million for inflation @ 1.9% plus \$500 thousand FY 2006 variance due to fuel costs, \$600 thousand for Home-based Virtual Schools)

Funding for provisions of SB 1443 (2004 session) as outlined in Idaho Code 33-1006 (7) for reimbursable pupil transportation costs, and for internet connection, electronic and computer equipment, toll-free telephone service, and education-related visits for home-based virtual schools.

Bond Levy Equalization Support Program: \$773 thousand [\$5.3 million state general funds, (\$4.5 million) lottery dividend]

Increased funding for public school district bond interest subsidy. FY 2004 payments of \$825,000 to seven school districts, based on \$90.7 million of bonds; FY 2005 payments of \$2,000,000 to twenty-two school districts based on \$223.4 million of bonds. FY 2006 payments of \$3,704,555 to twenty-nine school districts based on \$284.9 million of bonds. FY 2006 payments were \$823,000 less than estimated. Request of \$5.3 million reflects fund shift from annual lottery dividend to state general funds.

Lottery (School Facilities): \$7.2 million

Increase due to increase in estimated annual dividend, carryover from previous year, and fund shift of the Bond Levy Equalization Support Program to general funds.

Early Retirement Incentive: \$150 thousand

Request reflects an increase from the FY 2006 appropriation of \$4.6 million, but no increase from FY 2006 actual expenditures of \$4.75 million.

Limited English Proficient (LEP): \$230 thousand

Funding to reflect the increase in the number of LEP students (23,000), although estimated per LEP student support of \$230 has not been increased from previous years.

Safe & Drug-Free: \$1.6 million

Increase due to state income taxes on lottery winnings (\$1.6 million per year for 4 years).

Flooring: (\$396 thousand)

Reflects repeal of 33-1003B, Idaho Code, Minimum Support.

Teacher Incentive (National Board Certification): (\$383 thousand)

Decrease in number of eligible teachers from 295 to 132.

High School Reform: \$1.45 million

First year (six-year plan) funding that will provide for teacher training in math, advanced placement, and dual enrollment courses, and to develop an on-line math course for kindergarten through 8th grade.

Physical Education Initiative: \$5.6 million

Providing 150 minutes per week of physical education for grades 1-6 will require 160 FTE of additional instructional staff based on enrollment of 115,400.